

# School-wide Positive Behavior Support PBIS

“Why do we need SW PBS?”

Susan Barrett  
Sheppard Pratt Health System

OSEP TA Center on Positive Behavior Support

[www.pbis.org](http://www.pbis.org)

[www.swis.org](http://www.swis.org)

sbarrett@pbismaryland.org



OSEP Technical Assistance Center on  
**Positive Behavioral  
Interventions & Supports**  
Effective Schoolwide Interventions

[www.pbis.org](http://www.pbis.org)

## School-wide PBS Video Clips

[CLICK HERE FOR VIDEOS](#)

1 2 3 **4** 5 6



### Resource Catalog

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### Presentation Resources

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## Top 5

Blueprint for SW-PBS  
Implementers

Bully Prevention in Positive  
Behavior Support (Middle  
school version also available)

Video: PBS Makes a  
Difference: One Family's  
Story (from National Forum  
on PBIS 08)

Training Resource: Tertiary  
Series Training Resource  
Guide from Illinois PBIS

User Resources: New Team,  
Parent, and Staff Training  
Resources and More



## OSEP Center on Positive Behavioral Interventions & Supports

Effective Schoolwide Interventions

The TA Center on Positive Behavioral Interventions and Supports has been established by the Office of Special Education Programs, US Department of Education to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices.

OSEP's TA Center on PBIS is excited to launch our new website. Please note the site is still under development and information will be posted as soon as it becomes available. Should you have any difficulty locating an item, please contact [laura.riffel@pbis.org](mailto:laura.riffel@pbis.org)

[Play the Video to Watch Basic SWPBS Features](#)



## Upcoming Events

► **6th International  
Conference on PBS**  
**The Expanding World of  
PBS- Science, Values, and  
Vision**

March 26-28, 2009  
Hyatt Regency Jacksonville  
Riverfront, FL

[view details](#)



## RSS feeds & Podcast

► PBIS.org offers RSS feeds. The feeds includes headlines, summaries, and links back to

[www.apbs.org](http://www.apbs.org)



*Join us next year at the...*

7th INTERNATIONAL CONFERENCE ON POSITIVE BEHAVIOR SUPPORT

**The Expanding World of PBS:**  
SCIENCE, VALUES, AND VISION

**2010**  
**March 25 – 27**  
**Hyatt Regency St. Louis Riverfront**  
315 Chestnut Street  
**St. Louis, Missouri**



Breakout Sessions, Posters, Skill-Building Workshops,  
Exhibits and Networking...

**Look for the Call for Papers in  
June 2009**

# Other favorite websites...

[www.pbismaryland.org](http://www.pbismaryland.org)

[www.pbisillinois.org](http://www.pbisillinois.org)

[www.pbissmissouri.org](http://www.pbissmissouri.org)

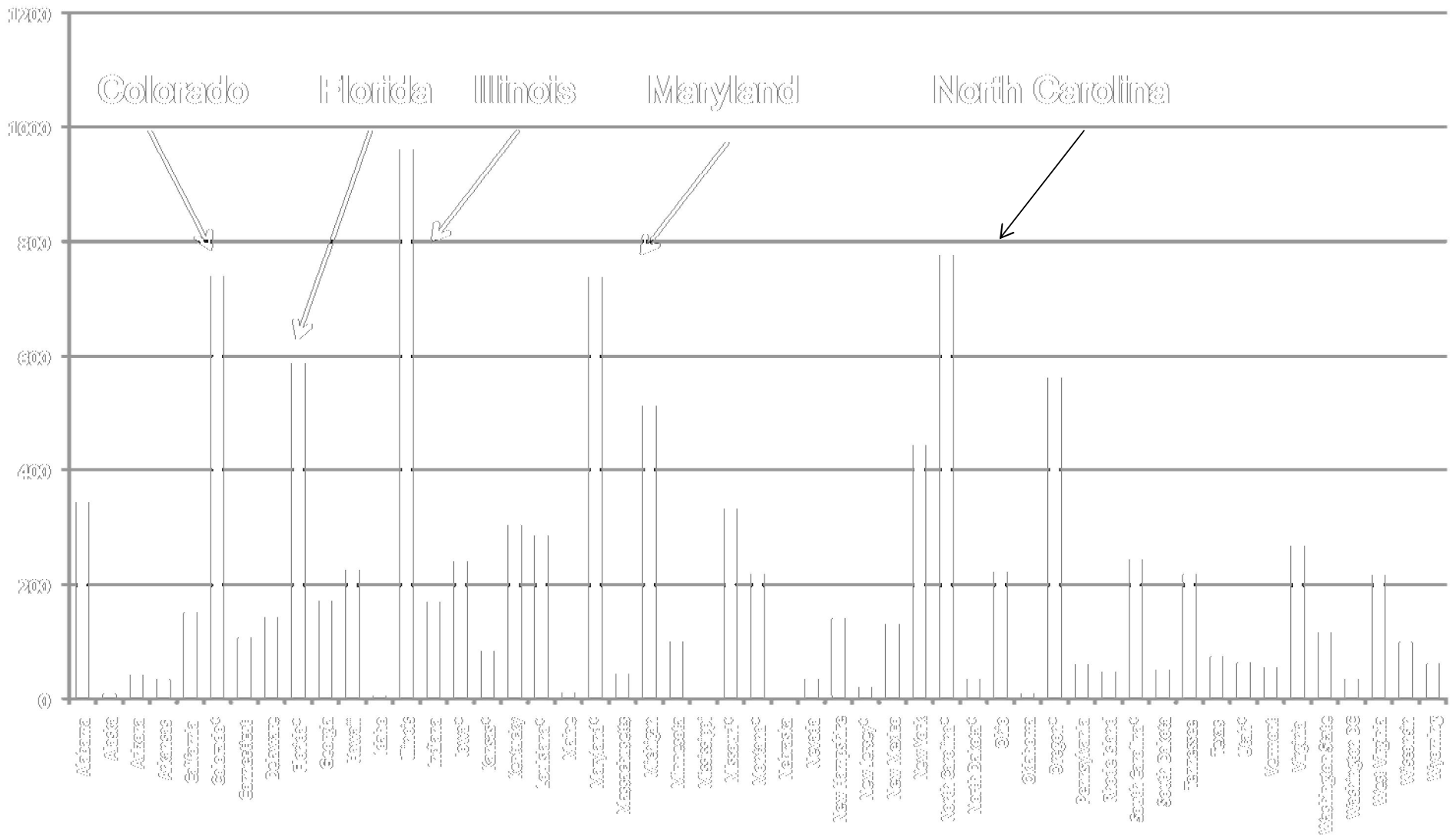
Florida Positive Behavior Support

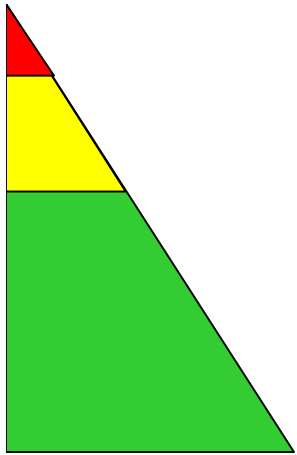
National Implementation Research Network

NIRN

Scaling Up Center – Fixsen, Blasé, Horner,  
Sugai

# Schools Implementing School-wide Positive Behavior Support September 2009: 10,487





# Agenda

Rationale and Content

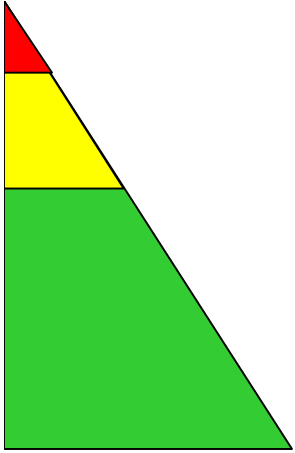
Break

## Critical Features:

- A. Establish Commitment
- B. Establish and Maintain Team
- C. Self Assessment
- D. Prevention Systems
- E. Classroom Behavior Support Systems
- F. Establish Information System
- G. Build Capacity for Function Based Support
- H. Build District Level Support

Planning Phase Checklist  
SWIS Readiness

Expectations	Rules
Be Respectful.	<ul style="list-style-type: none"> <li>•Silence cell phones</li> <li>•Listen to others attentively</li> <li>•Wake your neighbor when you see a red star</li> </ul>
Participate.	<ul style="list-style-type: none"> <li>•Take turns</li> <li>•Ask questions</li> </ul>
Be Prepared	<ul style="list-style-type: none"> <li>•Bring Data</li> <li>•Bring Laptop with charged battery</li> <li>•Bring Sweater</li> </ul>



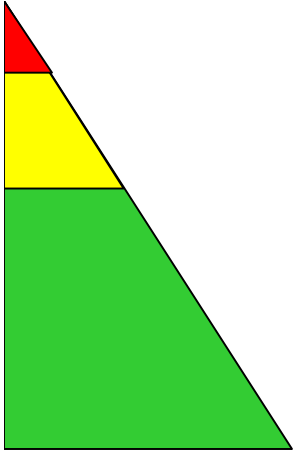
# Goals for this Session

1. Describe the context for approaching student behavior from a systems level
2. Identify critical features for Implementation of SW-PBS
3. Identify 2 Action Steps that will prepare your school for change

Italian Proverb

Between Saying and Doing is the Sea...





# Materials

- Handouts
  - Presentation, Team Implementation Checklist, 9 Activities,
  - Action Plan \*\*\*\*\*
- Training Materials
  - Electronic examples, artifacts, presentations data templates
  - Using your Flashdrive

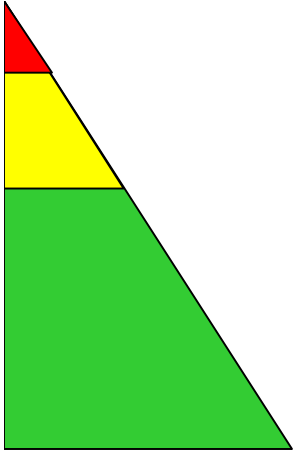
## Technical Assistance and Support

- Behavior Support Coach, District Team

## Training Outcomes Related to Training Components

	Training Outcomes		
<b>Training Components</b>	<b>Knowledge of Content</b>	<b>Skill Implementation</b>	<b>Classroom Application</b>
<b>Presentation/ Lecture</b>	10%	5%	0%
<b>Plus Demonstration</b>	30%	20%	0%
<b>Plus Practice</b>	60%	60%	5%
<b>Plus Coaching/ Admin Support Data Feedback</b>	95%	95%	95%

Joyce & Showers, 2002



# Need to Know

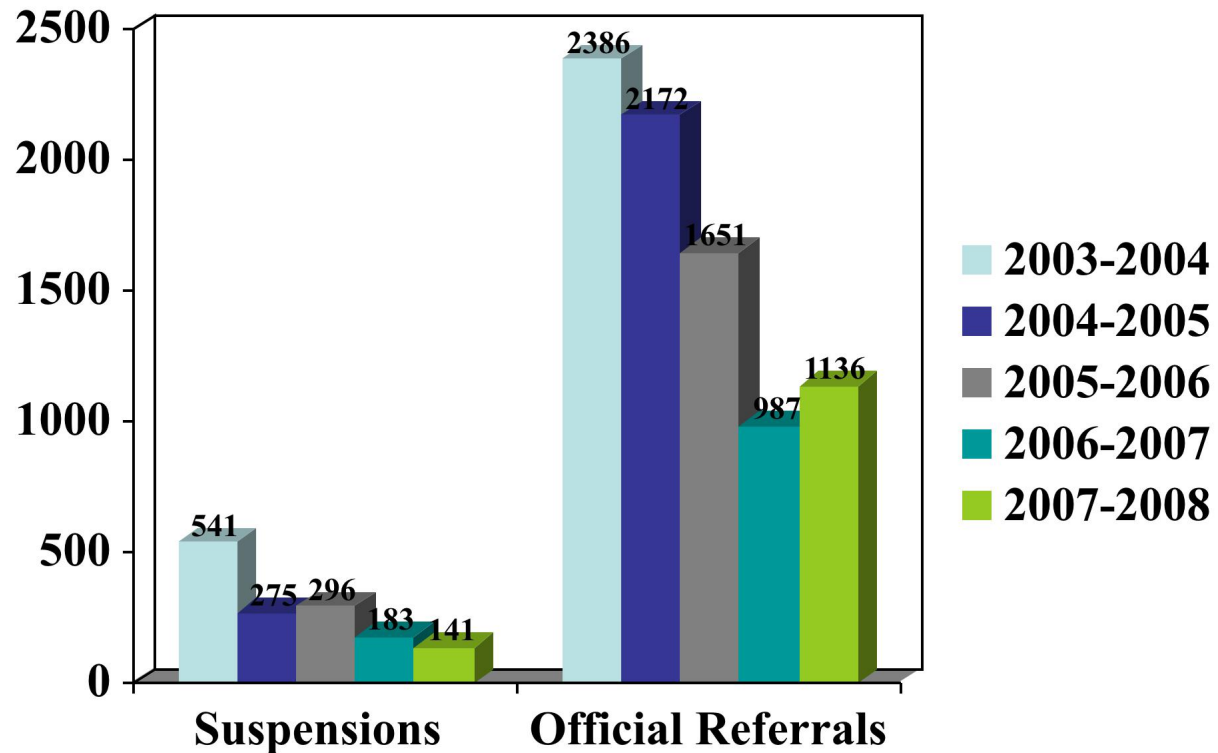
- Cultural fit
- Building on “What works”
- Focus on the Staff

# What in this for me?

# West Potomac HS

## PBS Data: 2003-2008

52% decrease in office referrals  
74% decrease in suspensions/expulsions

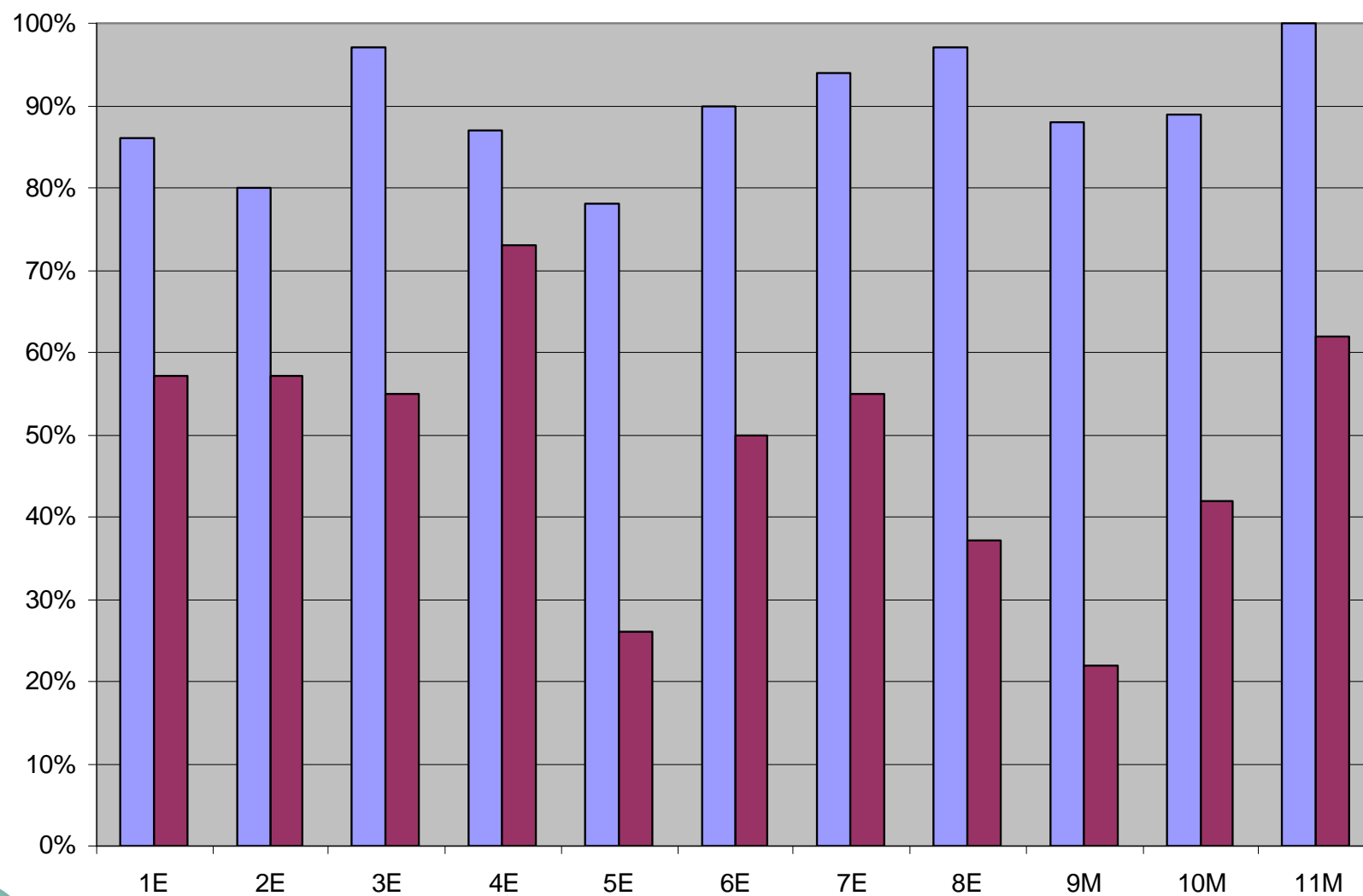


# Paradigm Shifts we're seeing...

We've noticed a gradual change in focus from:

- Aggressive disrespect **to** an appreciation of manners, respect and excellence.
- “Us against them” **to** shared, thoughtful collaborative relationships between students and staff.
- Emphasis on teaching **to** an emphasis on learning.
- “Do what I say” **to** “understand why it is important for you to do this.”
- “It’s someone else’s fault” **to** assumption of responsibility.

## Comparison of SET Implementation and Office Referral Reduction



# Group Cost Benefit

Office Referral Reduction

Across 12 PBIS Schools = **5,606**

If students miss **45** minutes of instruction for each  
Office Referral,  $5,606 \times 45 =$

252,270 minutes

4204.50 hours or

**700 days**

of instructional time recovered!!!!



# Group Cost Benefit

Office Referral Reduction Across

12 PBIS schools= **5,606**

If one Office Referral=15 minutes of  
administrator time, then  $5,606 \times 15 =$

84,090 minutes

1401.15 hours or

**233 days**

of administrator time recovered and  
reinvested.

# Worry #1

- Do we live in a punishing work environment ?
- How do we create systems that support staff?

1 million workers, 80,000 managers, 400 companies

# Create working environments where employees

(Buckingham & Coffman 2002, Gallup)

1. Know what is expected
2. Have materials & equipment to do job correctly
3. Receive recognition each week for good work.
4. Have supervisor who cares, & pays attention
5. Receive encouragement to contribute & improve
6. Can identify person at work who is “best friend.”
7. Feel mission of organization makes them feel like their jobs are important
8. See people around them committed to doing good job
9. Feel like they are learning new things (getting better)
10. Have opportunity to do their job well.

# Many Begin, Many Leave

Adelman and Taylor

Preparing All Education Personnel to Address Barriers to  
Learning and Teaching 2008

Predictions of shortages of 2 million educators  
over the next decade...

Data in the U.S. indicate about  
15% of new teachers leave in the first year,  
30% within three years and  
40-50% within the first five years.

(Smith and Ingersoll, 2003)

# On school reform...

Kauffman states "...attempts to reform education will make little difference until reformers understand that schools must exist as much for teachers as for student. Put another way, schools will be successful in nurturing the intellectual, social, and moral development of children only to the extent that they also nurture such development of teachers." (1993, p. 7).

# Worry #2

- Too much to do
- We add more and more each year
- How can we be better prepared to integrated into existing programs?

# Challenge

**SPEED BUMP**

By Dave Coverly



# Memo

To: School Administrators  
From: District Administrators

In keeping with the new state initiative, this fall we will be implementing an exciting new district initiative of SNI in place of LYI. All in-service days previously scheduled for LYI will be rescheduled as staff development for SNI. The \$500 for release time and materials for LYI will be discontinued and provided instead for SNI. By the way, you will need to create local SNI teams that meet weekly. The former members of your LYI team would be perfect for this new team. Your new SNI binders will be coming next week. Have a great year!!!



# 14 Initiatives

- School Counseling Services
- Second Step
- FBA/BIP's
- School Health
- Social Skills
- Bully proofing
- Anger Management
- Student Intervention Plans
- Behavioral Contracting
- Character Education
- 504 Plans/IEP
- CICO
- Responsive Classroom
- Expanded School Mental Health

# Competing or Coordinated

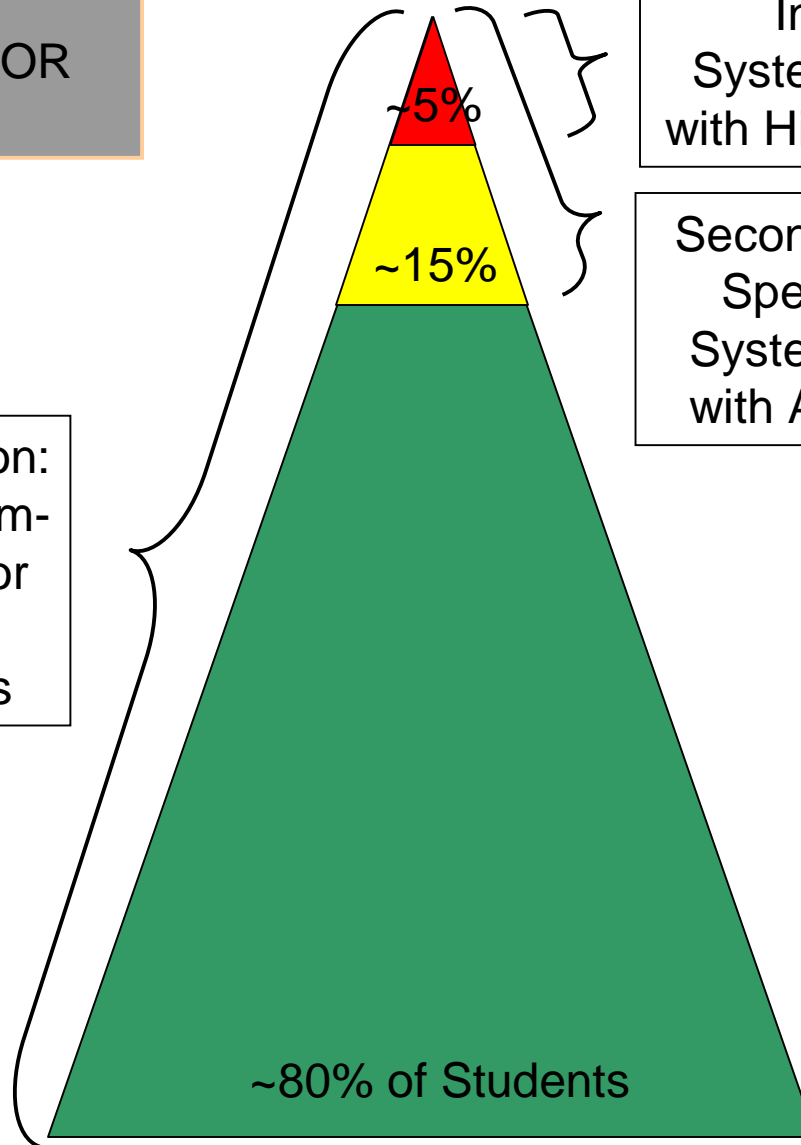
- Need for a framework, the anchor, for all school improvement efforts
- Common language, Common logic

SCHOOL-WIDE  
POSITIVE BEHAVIOR  
SUPPORT

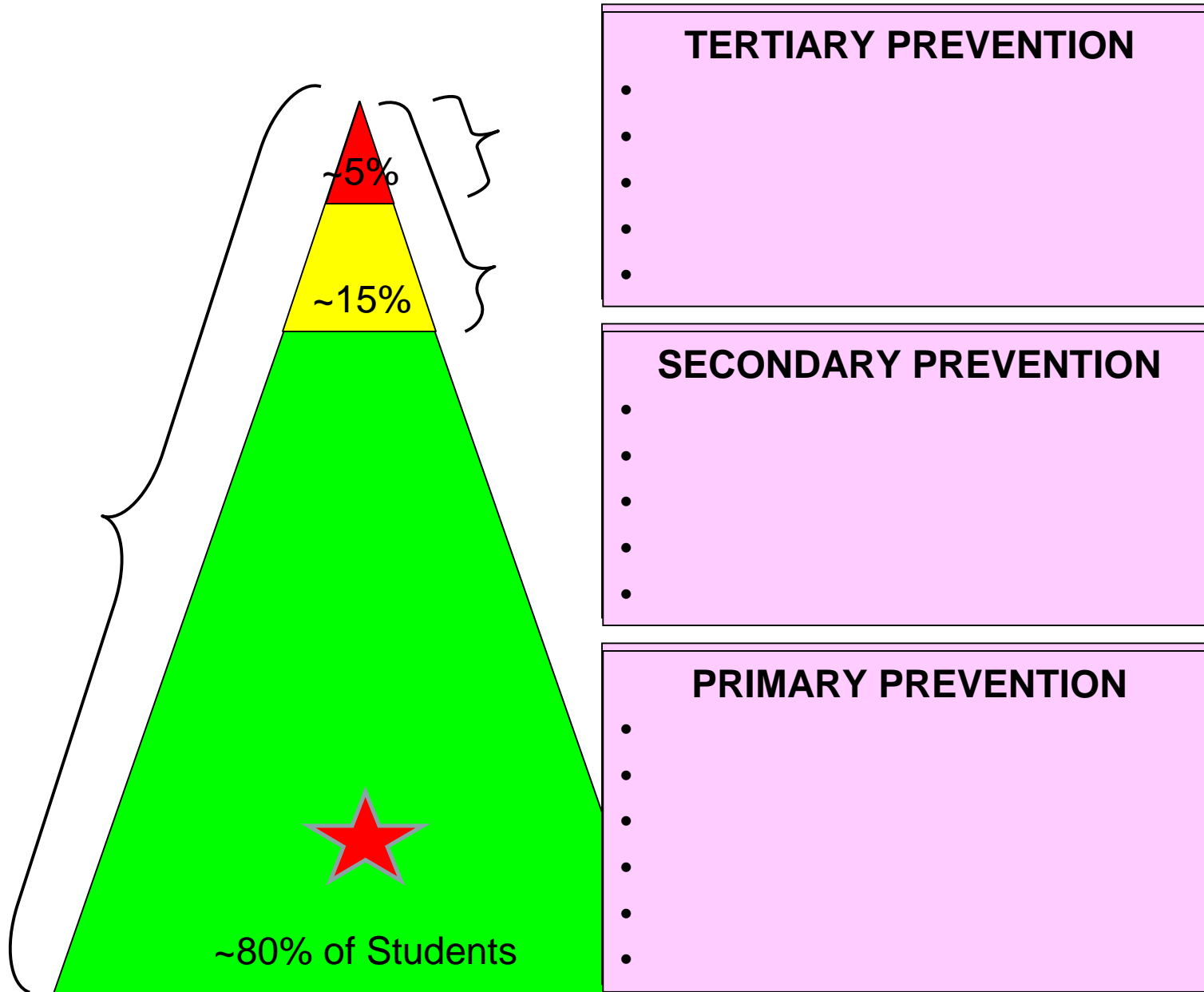
Primary Prevention:  
School-/Classroom-  
Wide Systems for  
All Students,  
Staff, & Settings

Tertiary Prevention:  
Specialized  
Individualized  
Systems for Students  
with High-Risk Behavior

Secondary Prevention:  
Specialized Group  
Systems for Students  
with At-Risk Behavior

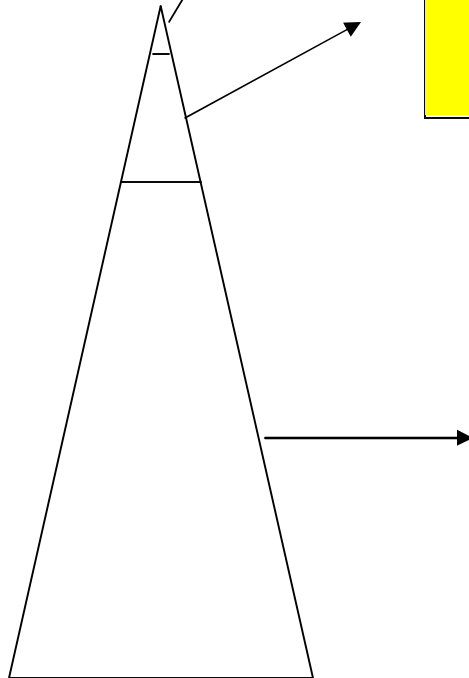


## ESTABLISHING CONTINUUM of SWPBS



## Triangle Activity:

### Applying the Three-Tiered Logic to Charles Carroll



#### Tier 3 Individualized Plans

Comprehensive Teams  
Inclusion PD

#### Tier 2

Check-in / Check-out  
Peer Leadership  
Social and Academic  
Instructional Grp  
Homework Club

Problem  
Solving

AEL, EIR, SOAR  
SuccessMaker+  
Double Dose Instruction  
RIT Resource

#### Tier 1 PBIS Expectations

Chippy Coupons  
Schoolwide Celebrations  
PBIS Lesson Plans & Matrix  
PBIS Brochure & Home Connection  
Character Education  
Classroom Counseling Sessions  
Discipline Referrals Process

Leadership Team

Inclusive School

Data Binders

PTA Partnership

Community Partners

Explicit Instruction

Gradual Release Model

Specific Learning Targets

Objective Deconstruction

Formative Assessment PD

Habits of Mind Focus

Progress Monitoring- SIT

Grades 3-5 SuccessMaker

Assessment-Data PDSA

Volunteers

Gr. 4-5 Geography Club

## Activity 1a.

Page 2,3

Triangle  
Activity:

*Applying the  
Three-Tiered  
Logic to  
Your School*

Tier 3

Tier 2

Tier 1

# Applying the Logic to Families

## Tier 3: Intensive, Individual Interventions

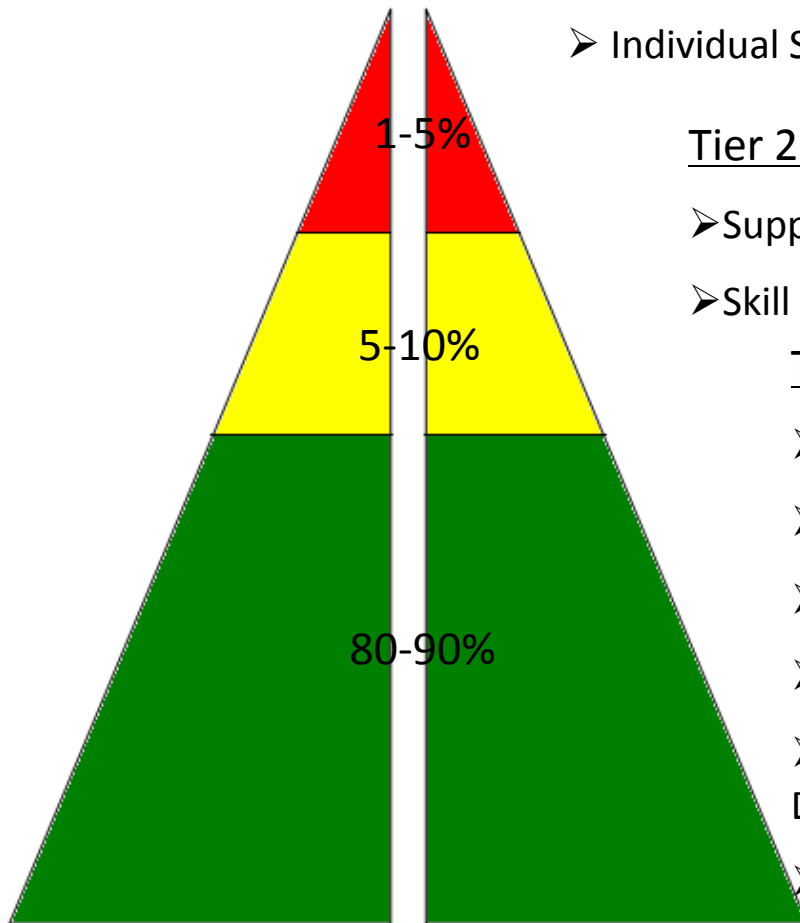
- Family Liaison-matched with family, needs matched with community resources
- Individual Skill Building Sessions-

## Tier 2: Targeted Group Interventions

- Support Groups (Military Families, Newcomer Group)
- Skill Building Sessions (Academic and Behavior)

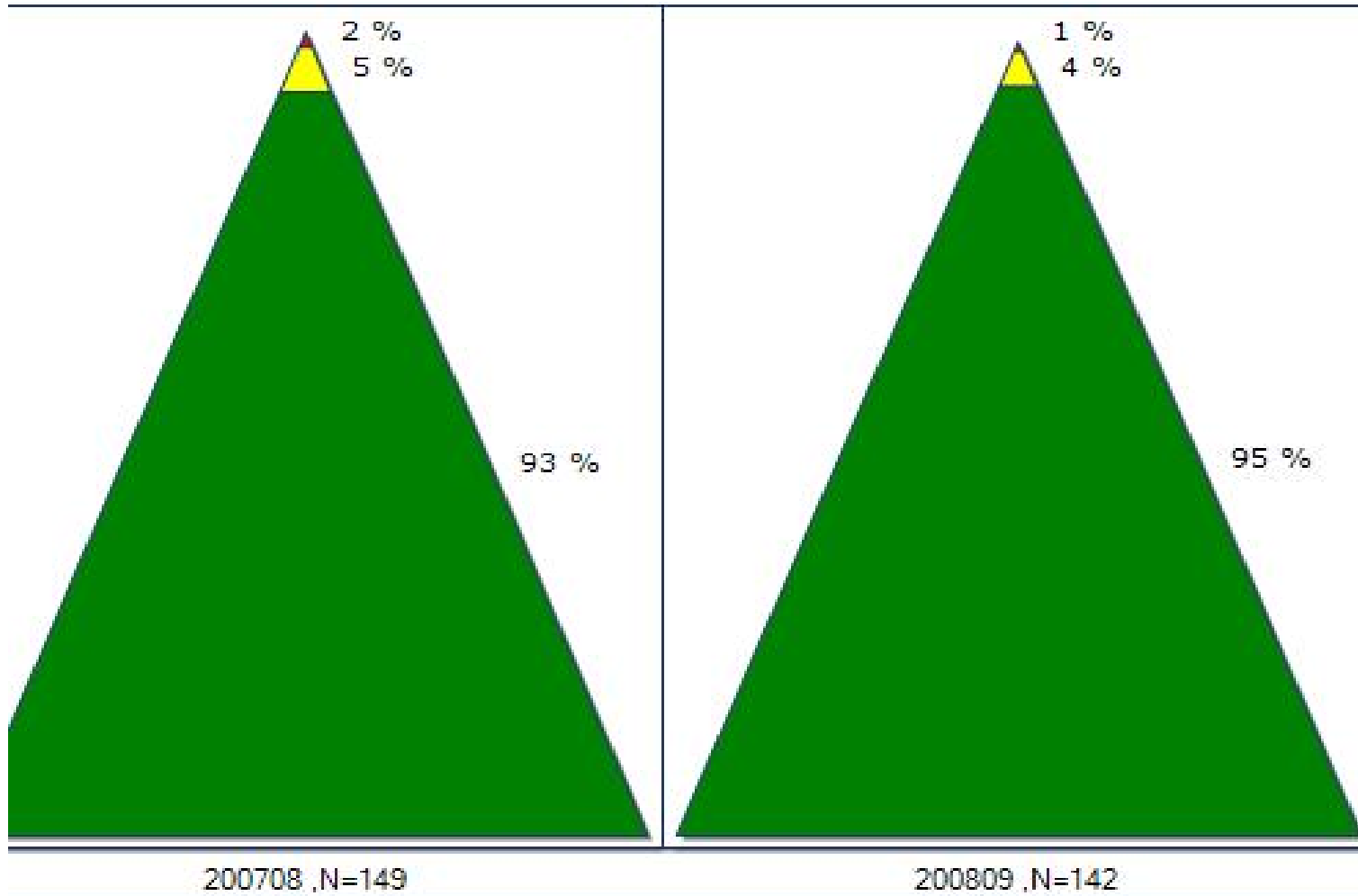
## Tier 1: Universal Interventions

- Self Assessments: Family Engagement Checklist, Surveys
- Skill Building Series Guest Speaker (Topics Vary- Survey Families)
- Newsletter, Resource Library , “Shout Outs”
- Volunteer Opportunities (DOGS- Dads of Great Students)
- Teacher Conferences- Goal Setting, Family Vision, Strengths Discovery
- Family Fun Nights throughout the year
- School Handbook (Description, Teaching Matrix – promote common language between school and home)



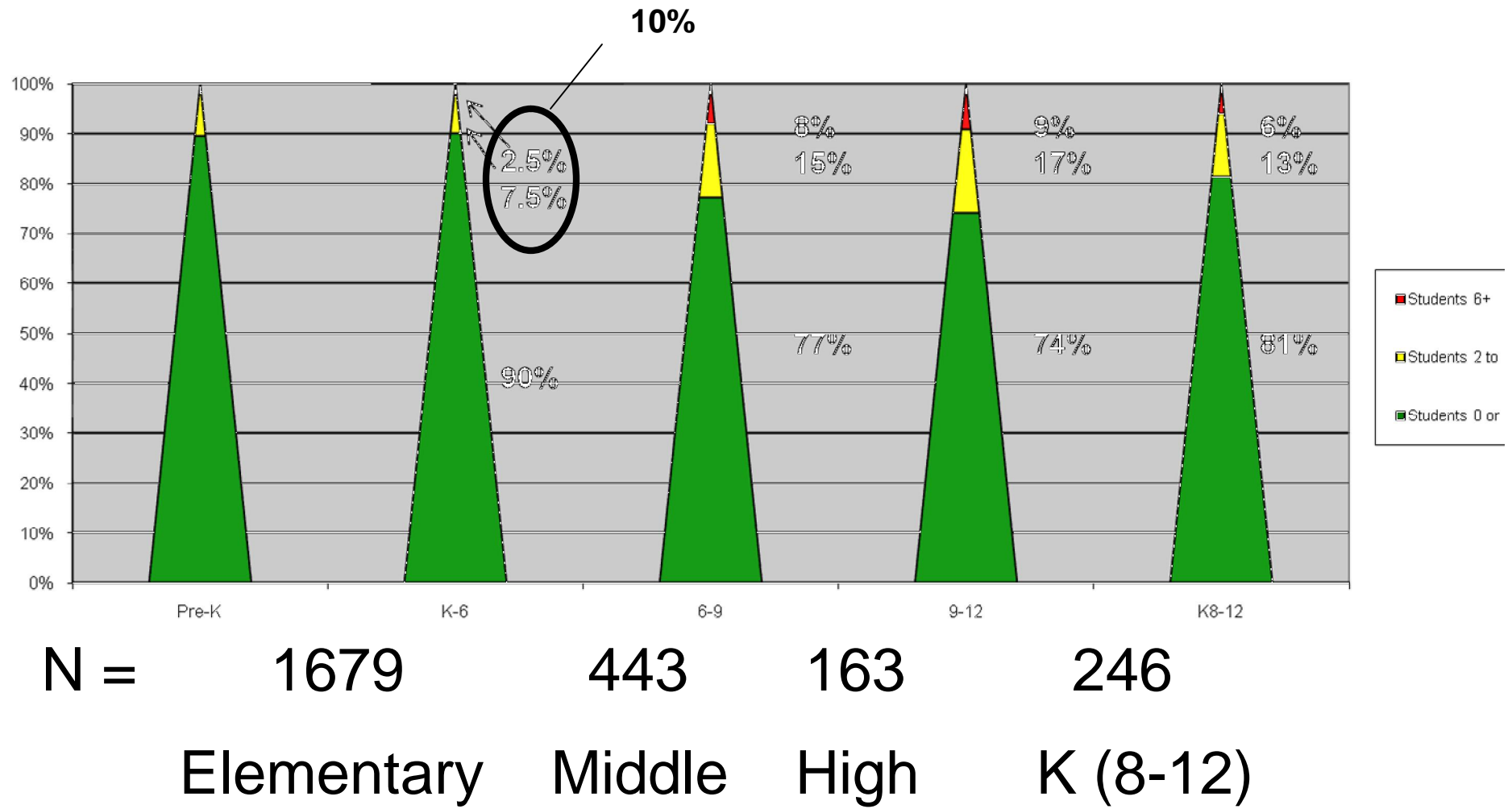
Maryland Triangle Data K-6(Majors Only)  
2007-2008

0-1 ODR 2-5 ODR 6+ ODR

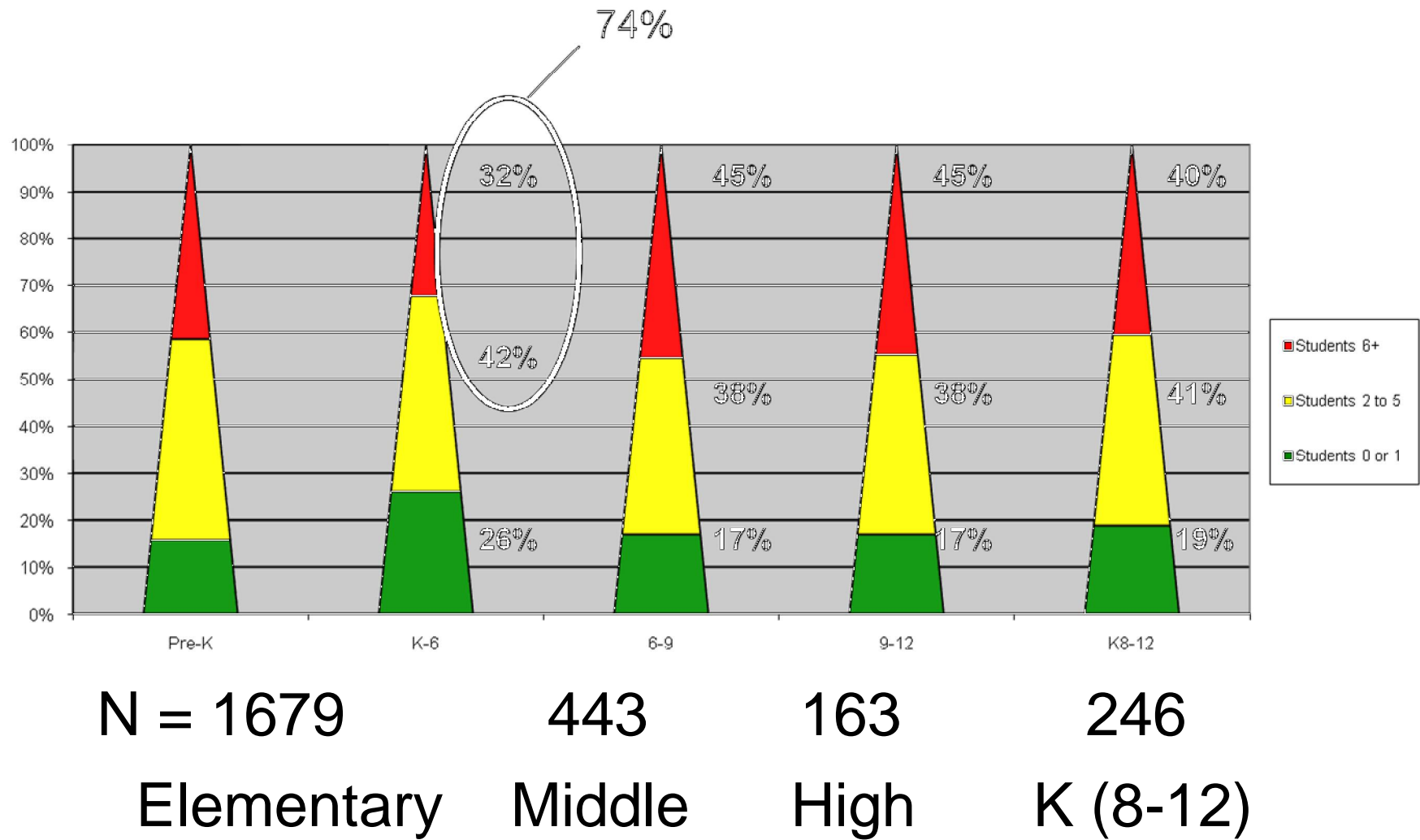




12.4 - Mean Percentage Students (2007-08 Reg Ed) (Majors Only)



12.5 - Mean Percentage ODRs (2007-08 Reg Ed) (Majors Only)



# Educational Initiatives

- Guiding Principles (Coyne 2008)
  - Promoting evidence based practices
  - Supporting change at the systems level (feasible, consistent and relevant to local needs)
  - Developing local capacity to sustain effective practices over time

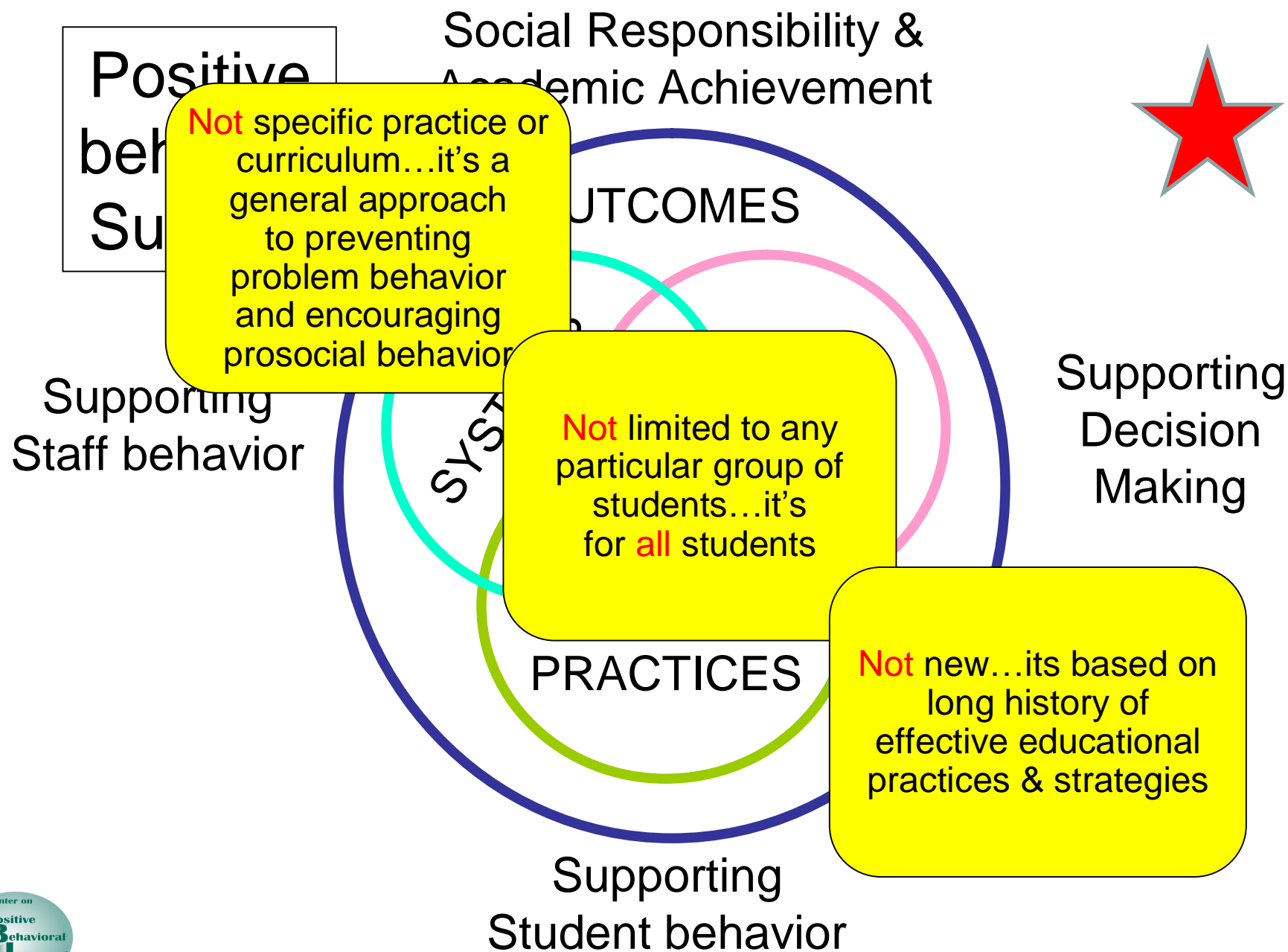
# Sample Implementation “Map”

## Building the System

- 2+ years of school team training
- Annual “booster” events
- Coaching/facilitator support @ school & district levels
- Regular self-assessment & evaluation data
- On-going preparation of trainers
- Development of local/district leadership teams
- Establishment of state/regional leadership & policy team

# What is School-wide Positive Behavior Support?

- School-wide PBS is:
  - IS a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.
- Evidence-based features of SW-PBS
  - Prevention
  - Define and teach positive social expectations
  - Acknowledge positive behavior
  - Arrange consistent consequences for problem behavior
  - On-going collection and use of data for decision-making
  - Continuum of intensive, individual interventions.
  - Administrative leadership – Team-based implementation (Systems that support effective practices)



# *Why Bother?*

- In 1 year, 1 school (880) had 5100 ODRs, 1 student received 87 ODRs, & 1 teacher gave out 273 ODRs
- In 1 urban school district: 2004-05, 400 kindergartners were expelled
- In 1 state 55% white, 73% Latino, & 88% Black 4<sup>th</sup> graders aren't proficient readers
- Many pre-service teachers have no behavior/classroom management course for teachers or administrators
- 1<sup>st</sup> response to school violence is “get tougher”
- In 1 K-3 school, no teacher could give reading levels of their students
- 2<sup>nd</sup> grade student receives “body sock” & “lemon drop” therapy to treat violent school behavior
- In 1 state 7% of “high experience” teachers & 17% of reading specialists can identify at least 2 indicators of early reading success (e.g., phonemic awareness, fluency)
- Across nation, students who are truant are given out-of-school suspensions

5,100 referrals =

76,500 min @ 15 min =

1,275 hrs =

159 days @ 8 hrs



# Problem Statement

*“We give schools strategies & systems for developing positive, effective, achieving, & caring school & classroom environments, but **implementation is not accurate, consistent, or durable.** Schools need more than training.”*

# SW-PBS Logic!

*Successful individual student behavior support is linked to **host environments** or school climates that are **effective, efficient, relevant, & durable***

(Zins & Ponti, 1990)

# ACT I:

## Why would we consider SWPBS?

# What's in it for me?

- Increased instructional time
- Less time on setting limits
- Better school climate
- Ownership of SW-System
- Use of data for decision making
- Efficient use of resources/time
- Community of Practice

# Our Solutions...

PLAN A:

PLAN B:

~~*Magic Fairy Dust*~~

*Get rid of the bad apples*

# How do we react to problem behavior?

- *“Joseph, I’m taking your book away because you obviously aren’t ready to learn. That’ll teach you a lesson.”*
- *“Juan, you are going to learn some social responsibility by staying in timeout until the class is willing to have you back.”*
- *“You want my attention?! I’ll show you attention...let’s take a walk down to the office & have a little chat with the Principal.”*
- *“Karyn, you skipped 2 school days, so we’re going to suspend you for 2 more.”*

# *The “**Get Tough**” approach: Assumption that “problem” student...*

- Is **inherently** “bad”
- Will learn more appropriate behavior through **increased** use of **aversives**
- Will be **better tomorrow...**

“A punitive school discipline environment is a major factor contributing to antisocial behavior problems.”

Mayer, 1995

“Exposure to exclusionary discipline has been shown not to improve school outcomes, but in fact to be associated with higher rates of school dropout.”

Skiba, Peterson, and Williams, 1997

“Early exposure to school suspension may increase subsequent antisocial behavior.”

Hemphill et al., 2006



# Science *and our experiences* have taught us that students....

- Are **NOT** born with “bad behaviors”
- Do **NOT** learn when presented with aversive consequences

*...Do learn better ways of behaving by being **taught directly & receiving positive feedback***

# Our Solutions...

PLAN A:

~~*Magic Fairy Dust*~~

PLAN B:

~~*Get rid of the bad apples*~~

PLAN C:

*A professional development day*

# One-Shot Professional Development: The “train & hope” approach

1. **React** to identified problem
2. Hire expert to **train** staff
3. Expect & **hope** for implementation
4. **Wait** for new problem...

# Our Solutions...

- PLAN A: ~~*Magic Fairy Dust*~~
- PLAN B: ~~*Get rid of the bad apples*~~
- PLAN C: ~~*A professional development day*~~
- PLAN D: ~~*Take a systems-level approach  
to student (and adult) behavior*~~

# What would a positive, encouraging school climate look like?

- Students know what is expected of them and choose to do so because they:
  - Know what to do
  - Have the skills to do it
  - See the natural benefits for acting responsibly
- Adults and students have more time to:
  - Focus on relationships
  - Focus on classroom instruction
- There is an instructional approach to discipline
  - Instances of problem behavior are opportunities to learn and practice prosocial behavior

# VIOLENCE PREVENTION

- Positive, predictable **school-wide climate**
  - High rates of **academic** & social success
  - Formal **social skills** instruction
  - Positive **active supervision & reinforcement**
  - Positive **adult role models**
  - **Multi-component, multi-year** school-family-community effort
- Surgeon General's Report on Youth Violence (2001)
  - Coordinated Social Emotional & Learning (Greenberg et al., 2003)
  - Center for Study & Prevention of Violence (2006)
  - White House Conference on School Violence (2006)



Effective Academic  
Instruction



Effective Behavioral  
Interventions



Continuous & Efficient Data-  
based Decision Making

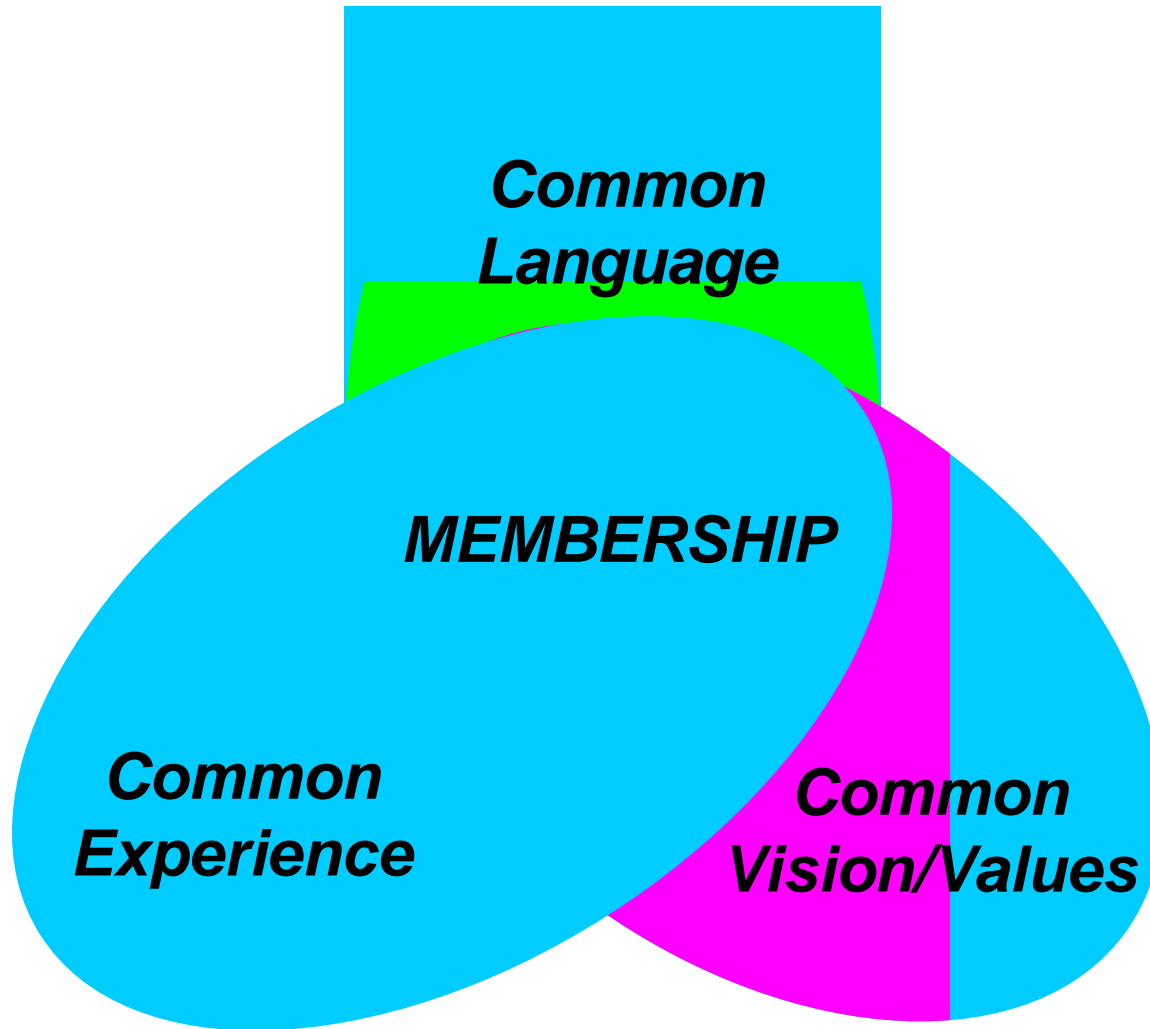


Systems for Durable &  
Accurate Implementation



POSITIVE,  
EFFECTIVE  
SCHOOL  
CULTURE  
(SWPBS)

# Establishing a Social Culture

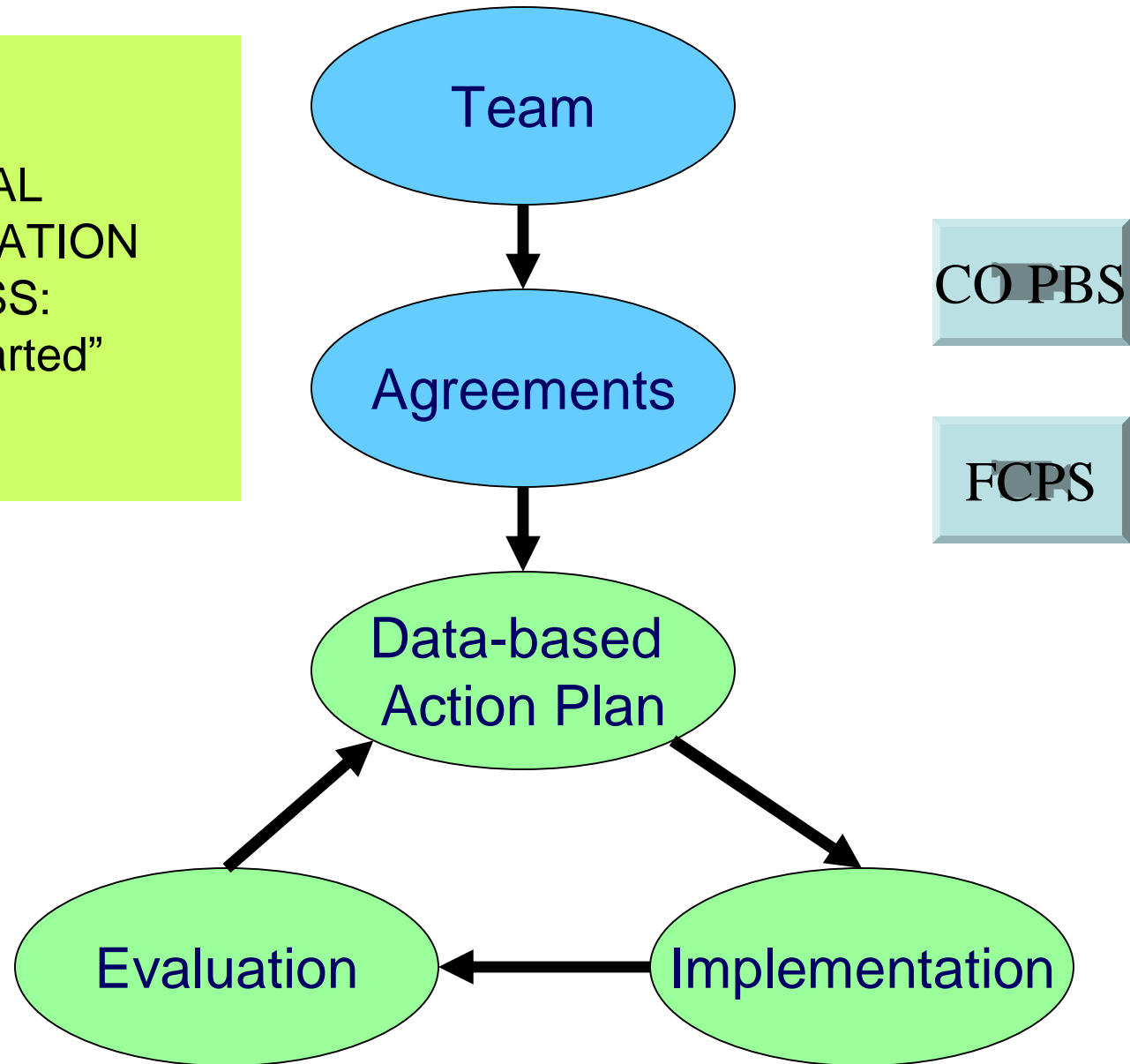




# Critical Features

- Establish Commitment
- Establish and Maintain Team
- Self-Assessment
- Establish School-Wide Expectations
- Establish On-Going System of Rewards
- Establish System for Responding to Behavioral Violations
- Establish Information System
- Build Capacity for Function-Based Support
- Build District Level Support

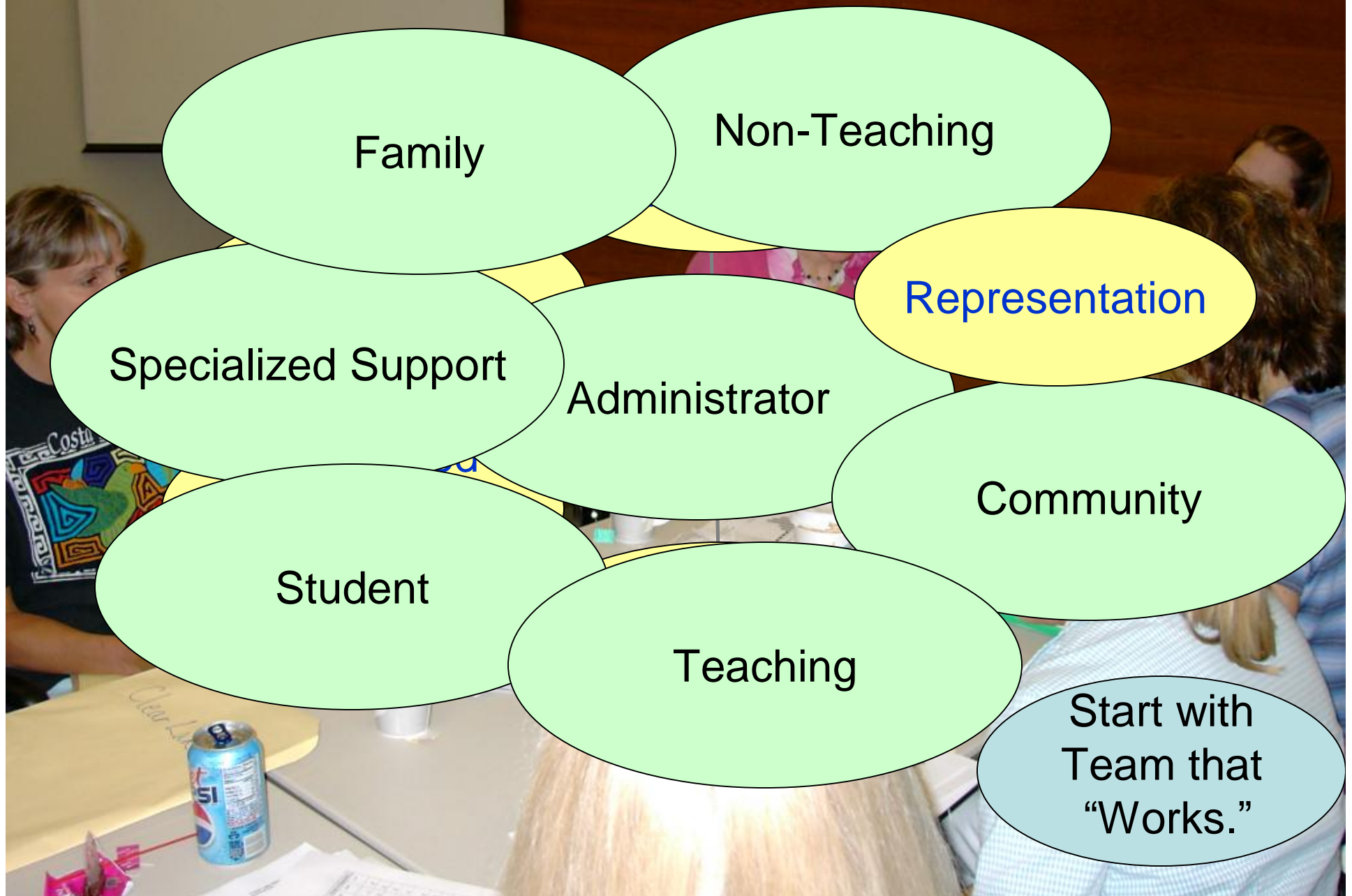
GENERAL  
IMPLEMENTATION  
PROCESS:  
“Getting Started”



# Team-led Process



# Team-led Process



# Working Smarter

Initiative, Project, Committee	Outcome/ Link to SIP	Tier or Target Group and Decision Rule	Name of Staff on team	Non negotiable Overlap/m odify?	How do we measure impact?
<i>Attendance Committee</i>					
<i>Character Education</i>					
<i>Safety Committee</i>					
<i>School Spirit Committee</i>					
<i>Discipline Committee</i>					
<i>DARE Committee</i>					
<i>EBS Work Group</i>					

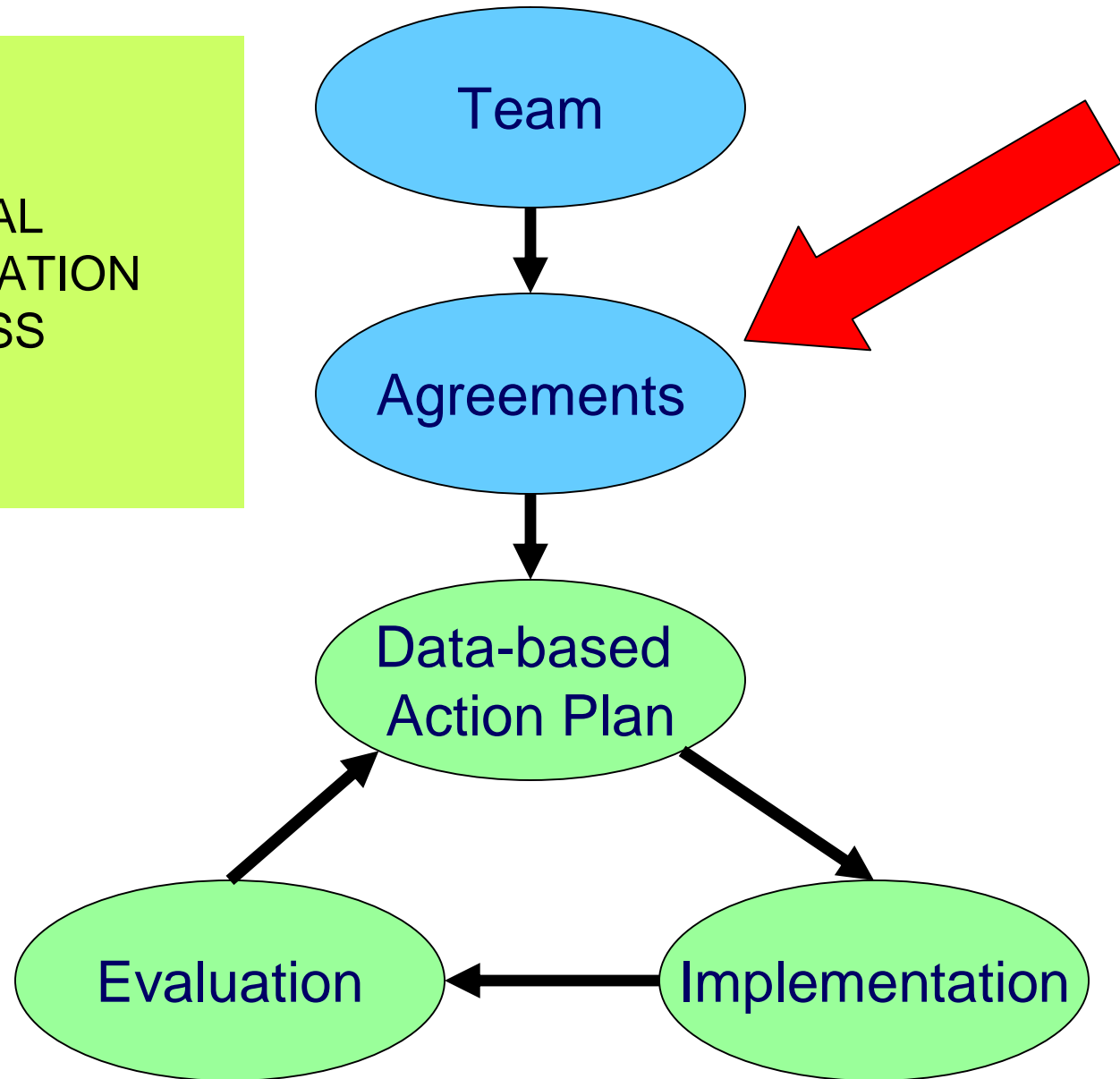
# Sample Teaming Matrix

Initiative, Committee	Purpose	Outcome	Target Group	Staff Involved	SIP/SID
Attendance Committee	Increase attendance	Increase % of students attending daily	All students	Eric, Ellen, Marlee	Goal #2
Character Education	Improve character	Improve moral conduct by tracking number of respect tickets – increase by 50% over next 6 months	All students All staff- modeling app. Behaviors- integrate in all core content areas	Marlee, J.S., Ellen	Goal #3
Safety Committee	Improve safety	Predictable response to threat/crisis	Dangerous students	Has not met	Goal #3
School Spirit Committee	Enhance school spirit	Improve morale	All students	Has not met	
Discipline Committee	Improve behavior	Decrease office referrals	Bullies, antisocial students, repeat offenders	Ellen, Eric, Marlee, Otis	Goal #3
DARE Committee	Prevent drug use		High/at-risk drug users	Don	
EBS Work Group	Implement 3-tier model	Decrease office referrals, increase attendance, enhance academic engagement, improve grades	All students	Eric, Ellen, Marlee, Otis, Emma	Goal #2 Goal #3

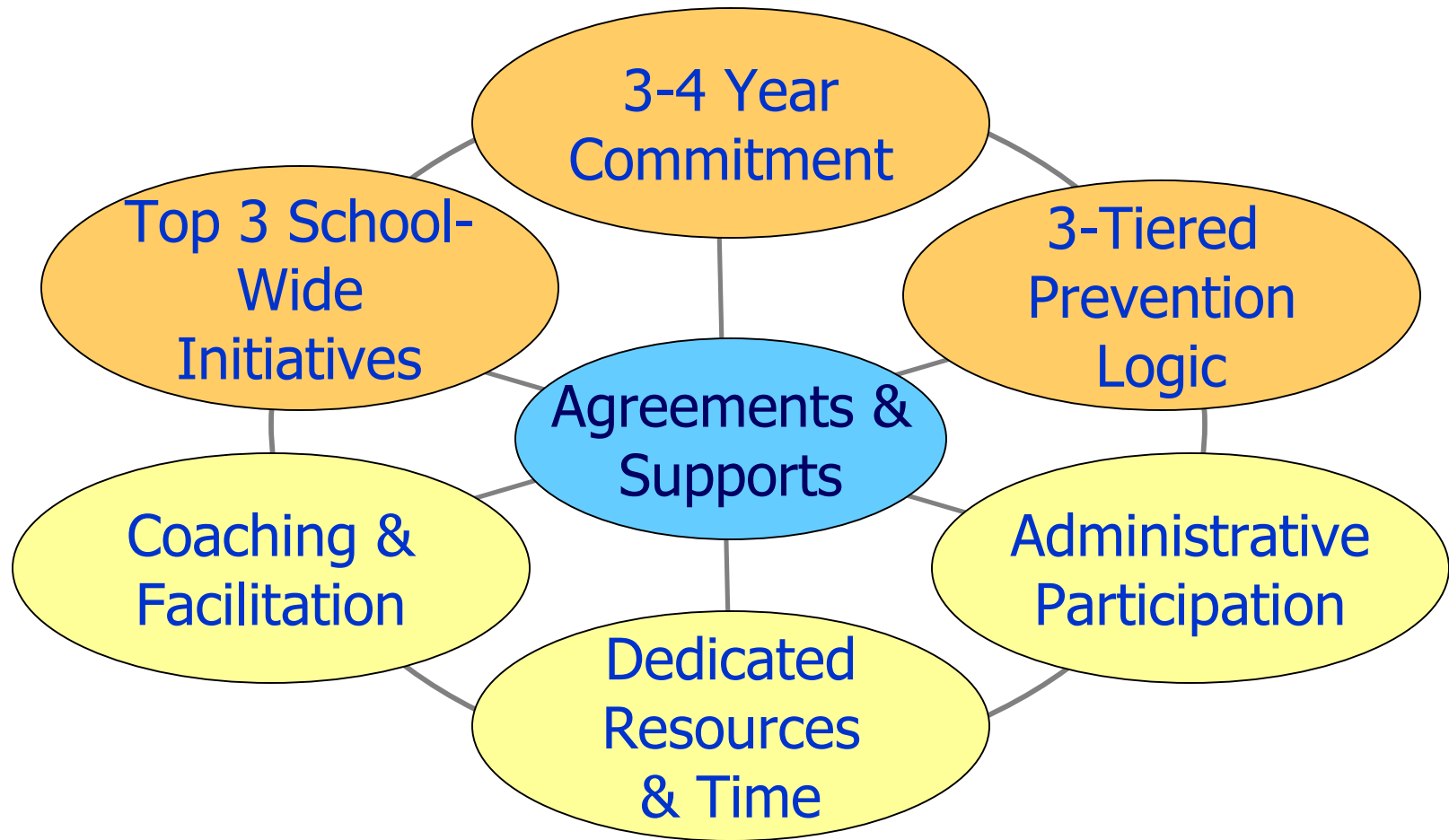
# Activity 1b.

- Working Smarter- Page 4

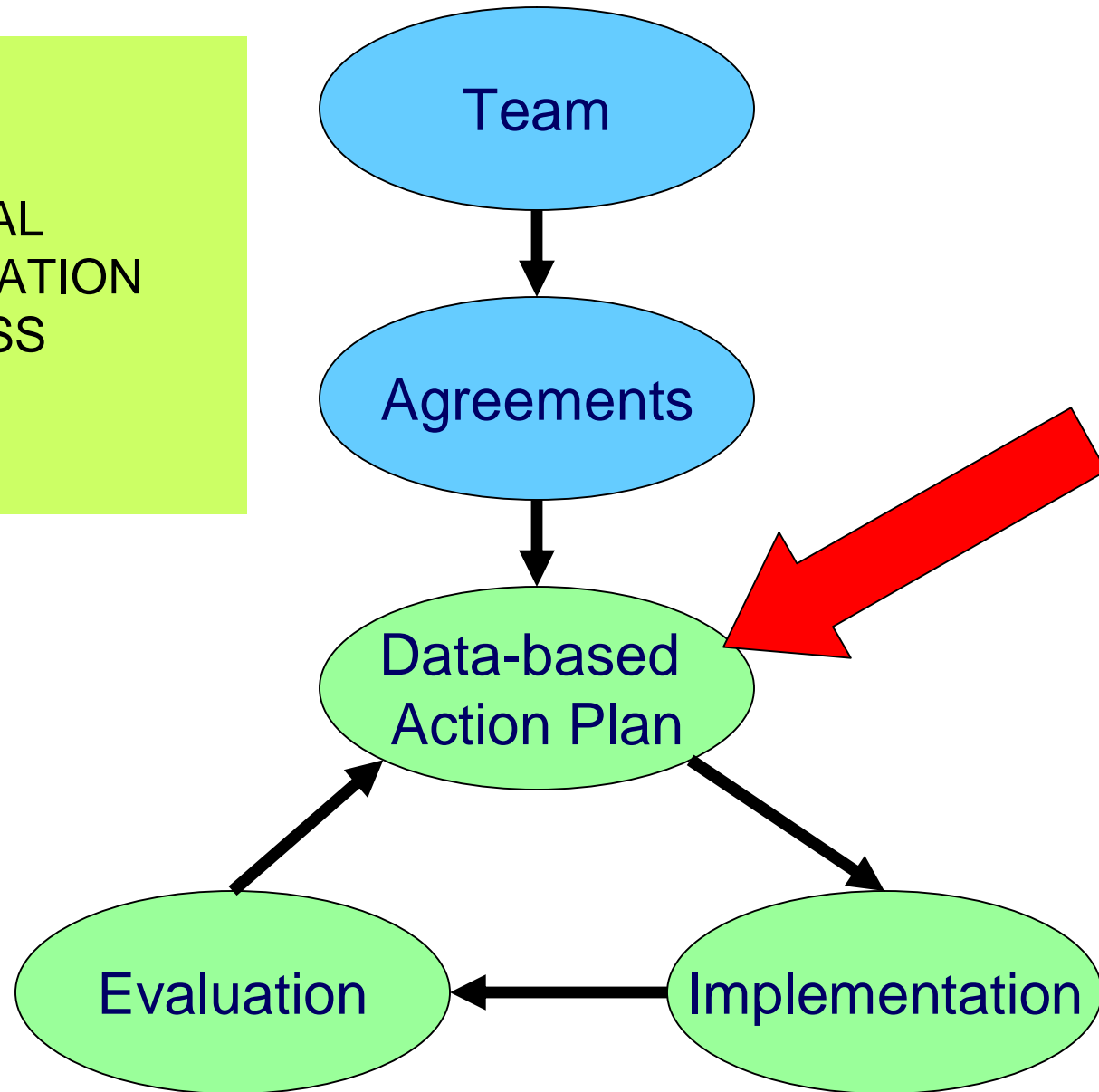
GENERAL  
IMPLEMENTATION  
PROCESS

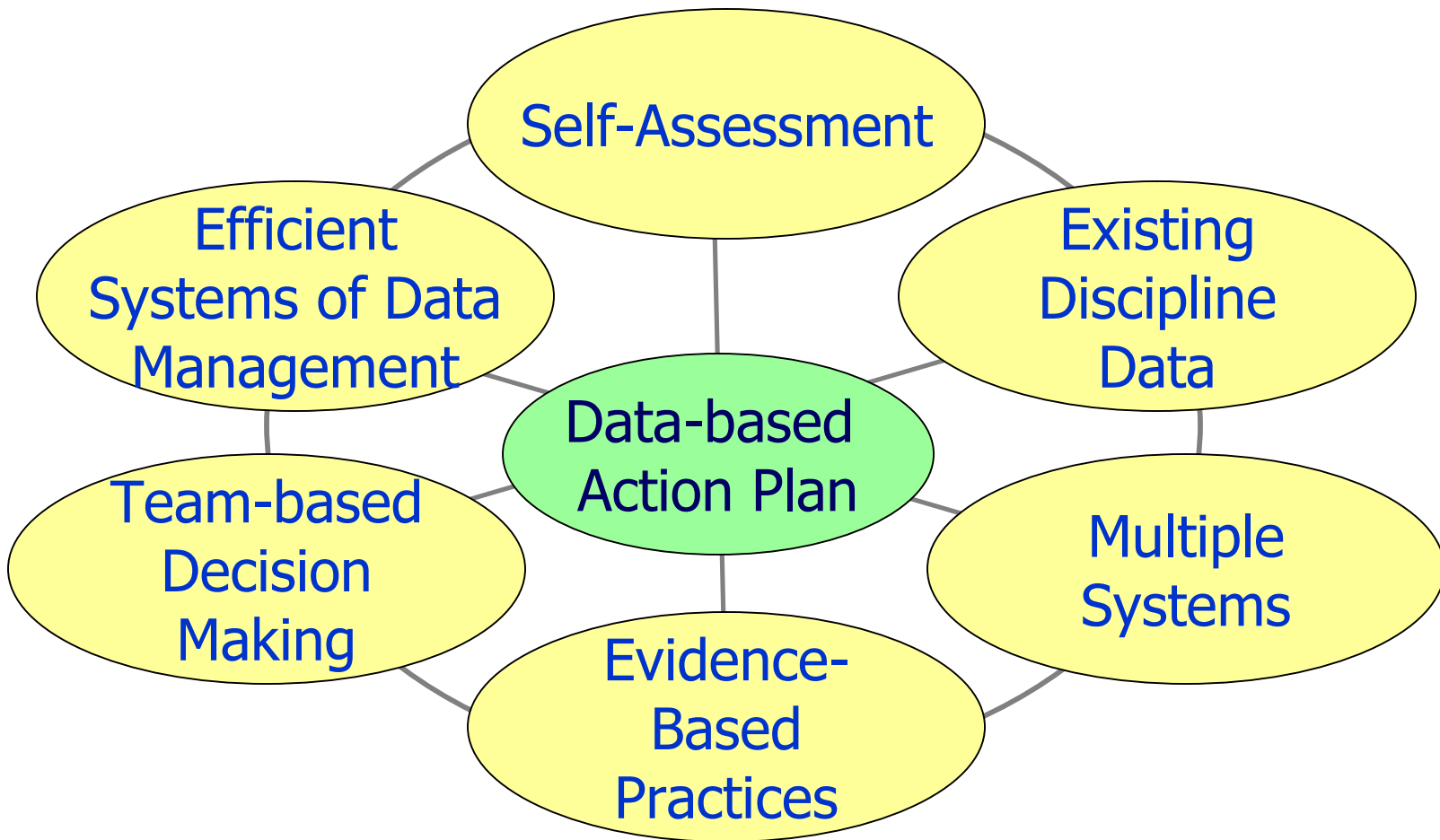






GENERAL  
IMPLEMENTATION  
PROCESS





# Self-Assessment

1. Completion of EBS Staff Survey
2. Team summarizes existing school discipline data.
3. Strengths, areas of immediate focus identified (prioritize)
4. Action plan written

# Activity 2

- Self Assessment

EBS Staff Survey -Page 7 in workbook

# What is the Self-Assessment Survey?

- Self-assessment survey to assess the extent to which Positive Behavior Support practices and systems are in place within a school
  - School-wide (15 items)
  - Non-classroom (Specific Setting) (9 items)
  - Classroom (11 items)
  - Individual Student (8 items)

# Who Completes the Self-Assessment Survey?

- Initially, the entire staff in a school completes the Survey.
- In subsequent years and as an on-going assessment and planning tool, the Survey can be completed in several ways:
  - All staff at a staff meeting.
  - Individuals from a representative group.
  - Team member-led focus group.

# Using the Self-Assessment Information for Decision Making

- Is a system in place?
  - “in place”  $\geq$  66%
- Is there a need to focus on a system?
  - Current status of “in place” is  $<$  66% and
  - Priority for improvement is “High” for  $>$  50%
- Which system should receive focus first?
  - Always establish schoolwide as first priority
- Which features of the system need attention?
- Combine survey outcomes with information on office referrals, attendance, suspensions, vandalism, perceptions of staff/faculty

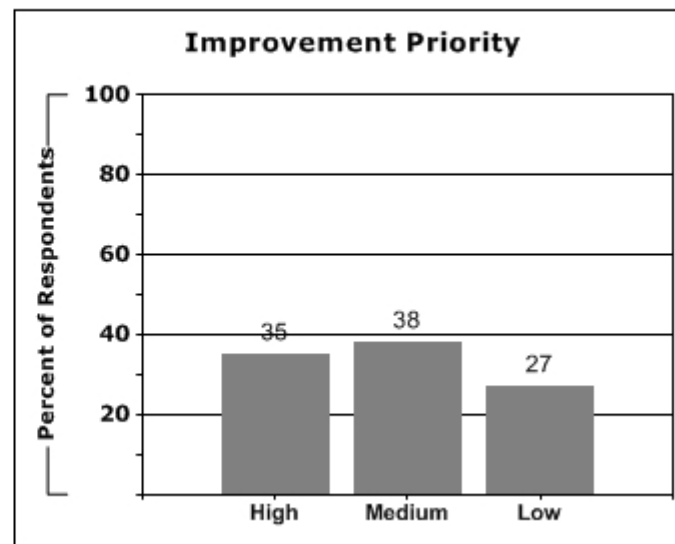
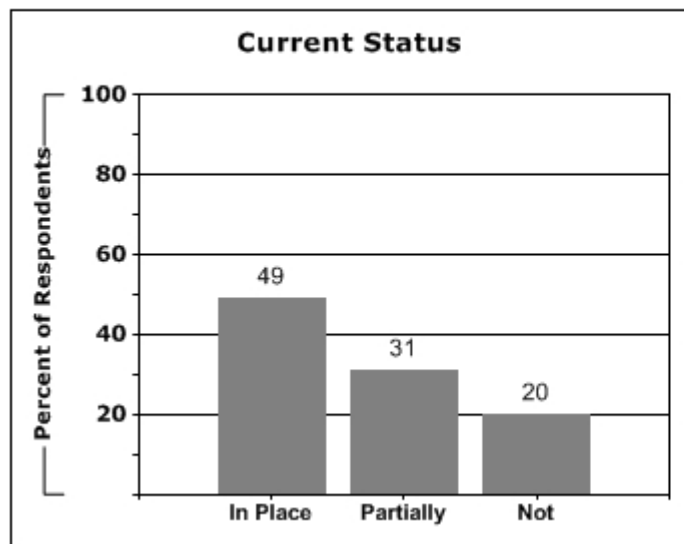


# Individual Summary Charts

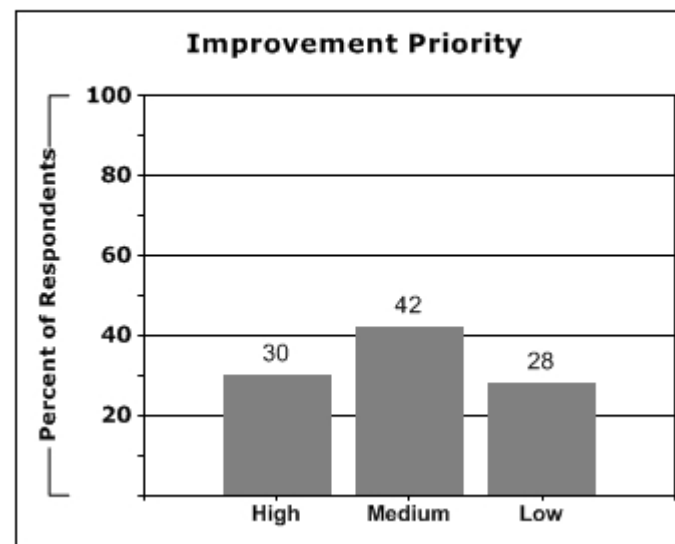
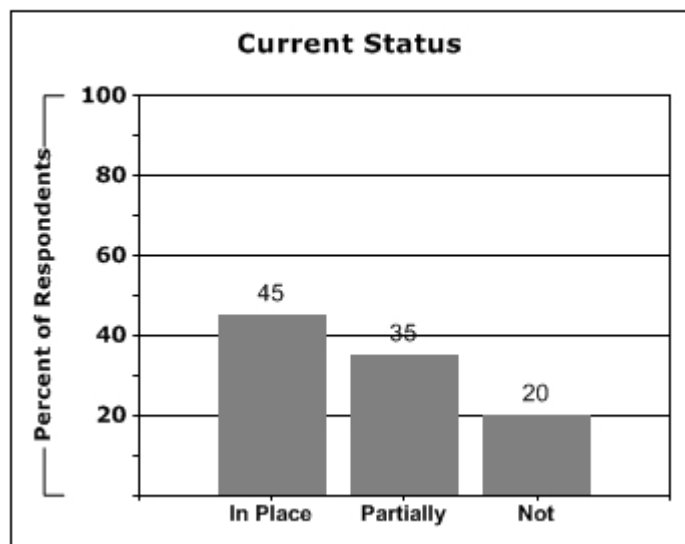
- Charts are provided for each system (school-wide, nonclassroom, classroom, and individual)
- Current status Charts
  - Percentage of respondents who answered "In Place", "Partially In Place", and "Not In Place"
- Improvement Priority Charts
  - Percentage of respondents who answered "High", "Medium", and "Low"

## Example of PBS Self Assessment Survey Individual Summaries Chart

### School-wide



### Nonclassroom

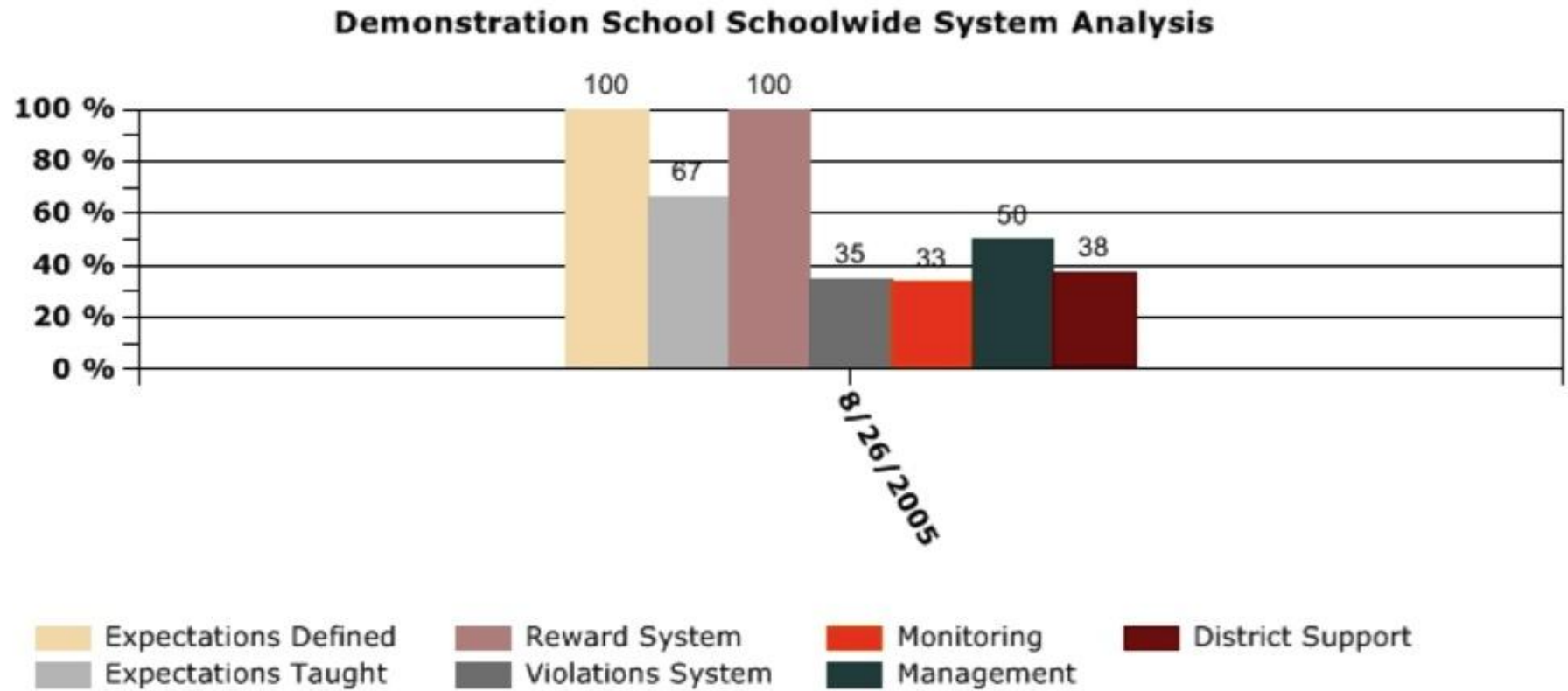


# Analysis of Schoolwide System Chart

Shows a chart with bars for components of the schoolwide system

- Expectations defined (question 1)
- Expectations taught (question 2)
- Reward system (question 3)
- Violations system (question 4-8)
- Monitoring (question 10-12)
- Management (question 9, 14-16)
- District support (question 17-18)

# Analysis of Schoolwide System Chart



# Office f

20



# Office Discipline Referrals

- Definition
- What is the belief system in your school around Office Referrals? Why do we complete the referral?
  - Kid-Teacher-Administrator interaction
  - Underestimation of actual behavior
- Improving usefulness & value
  - Clear, mutually exclusive, exhaustive definitions
  - Distinction between office v. classroom managed
  - Continuum of behavior support
  - Positive school-wide foundations
  - W/in school comparisons

# Purpose of Office Referral?

## Time Out of Class Form

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

## Location

Playground Library

Cafeteria	Bathroom		
	A	B	C
1	1	1	1
2	1	1	1
3	1	1	1
4	1	1	1
5	1	1	1
6	1	1	1
7	1	1	1
8	1	1	1
9	1	1	1
10	1	1	1
11	1	1	1
12	1	1	1
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96	1	1	1
97	1	1	1
98	1	1	1
99	1	1	1
100	1	1	1

**Grade:** K 1 2 3 4 5 6 7 8

Hallway	Arrival/Dismissal
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
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14	14
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91	91
92	92
93	93
94	94
95	95
96	96
97	97
98	98
99	99
100	100

Referring Staff: \_\_\_\_\_

Classroom      Other \_\_\_\_\_

**Others involved in incident:**   None   Peers   Staff   Teacher   Substitute

Minor Problem Behavior	Major Problem Behavior	Possible Motivation
Inappropriate language Physical contact Defiance Disruption Dress Code Property misuse Tardy Electronic Violation Other _____	Abusive language Fighting/ Physical aggression Defiance/Disrespect Harassment/Bullying Dress Code Inappropriate Display Aff. Electronic Violation Lying/ Cheating Skipping class Other _____	Obtain peer attention Obtain adult attention Obtain items/activities Avoid Peer(s) Avoid Adult Avoid task or activity Don't know Other _____ <hr/> <b>Nurse</b> <b>School Counselor</b>
<b>Administrative Decision/Time Out of Class= _____</b>		
Loss of privilege Time in office Conference with student Parent Contact		Individualized instruction In-school suspension (____ hours/ days) Out of school suspension (____ days) Other _____

What activity was the student engaged in when the event or complaint took place?

Whole group instruction	
Small group instruction	
Individual work	
Working with peers	
Alone	
1-on-1 instruction	
Interacting with peers	
Other: Please identify below	

# Refe

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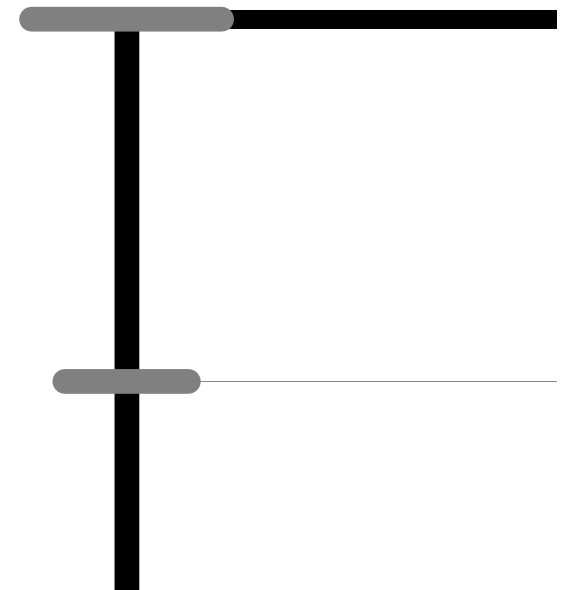


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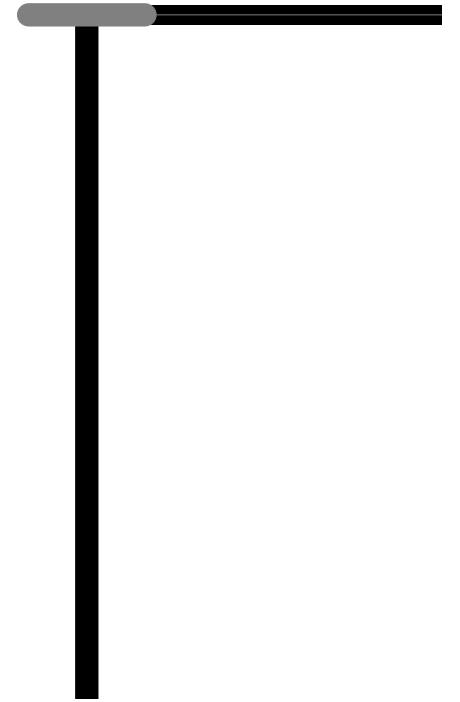
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# Referrals per Student

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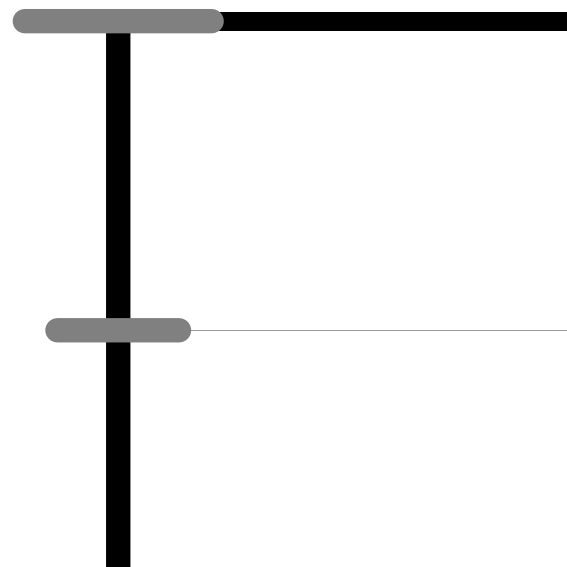
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# DECISION MAKING

- Is there a problem?
- What areas/systems are involved?
- Are there many students or a few involved?
- What kinds of problem behaviors are occurring?
- When are these behaviors most likely?
- *What is the most effective use of our resources to address this problem?*

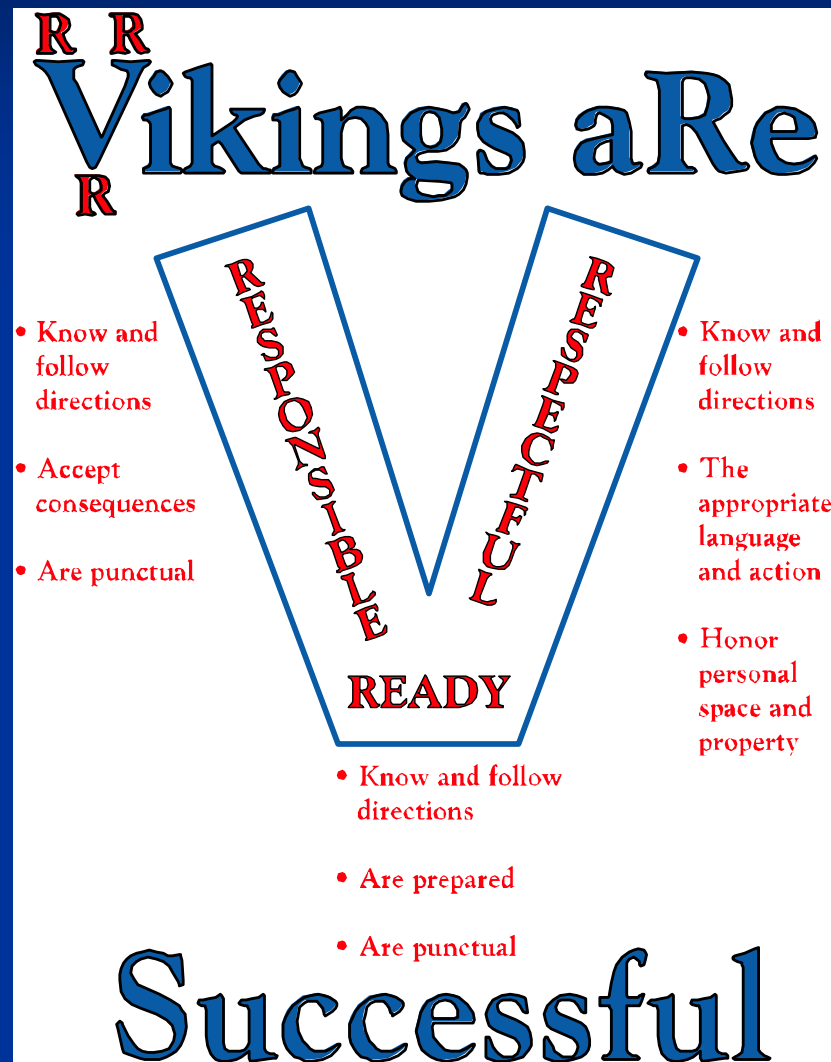


# Redesign Learning & Teaching Environment

**School Rules**  
**NO** Food  
**NO** Weapons  
**NO** Backpacks  
**NO** Drugs/Smoking  
**NO** Bullying



# Viking Code of Conduct





*Few positive SW expectations defined, taught, & encouraged*





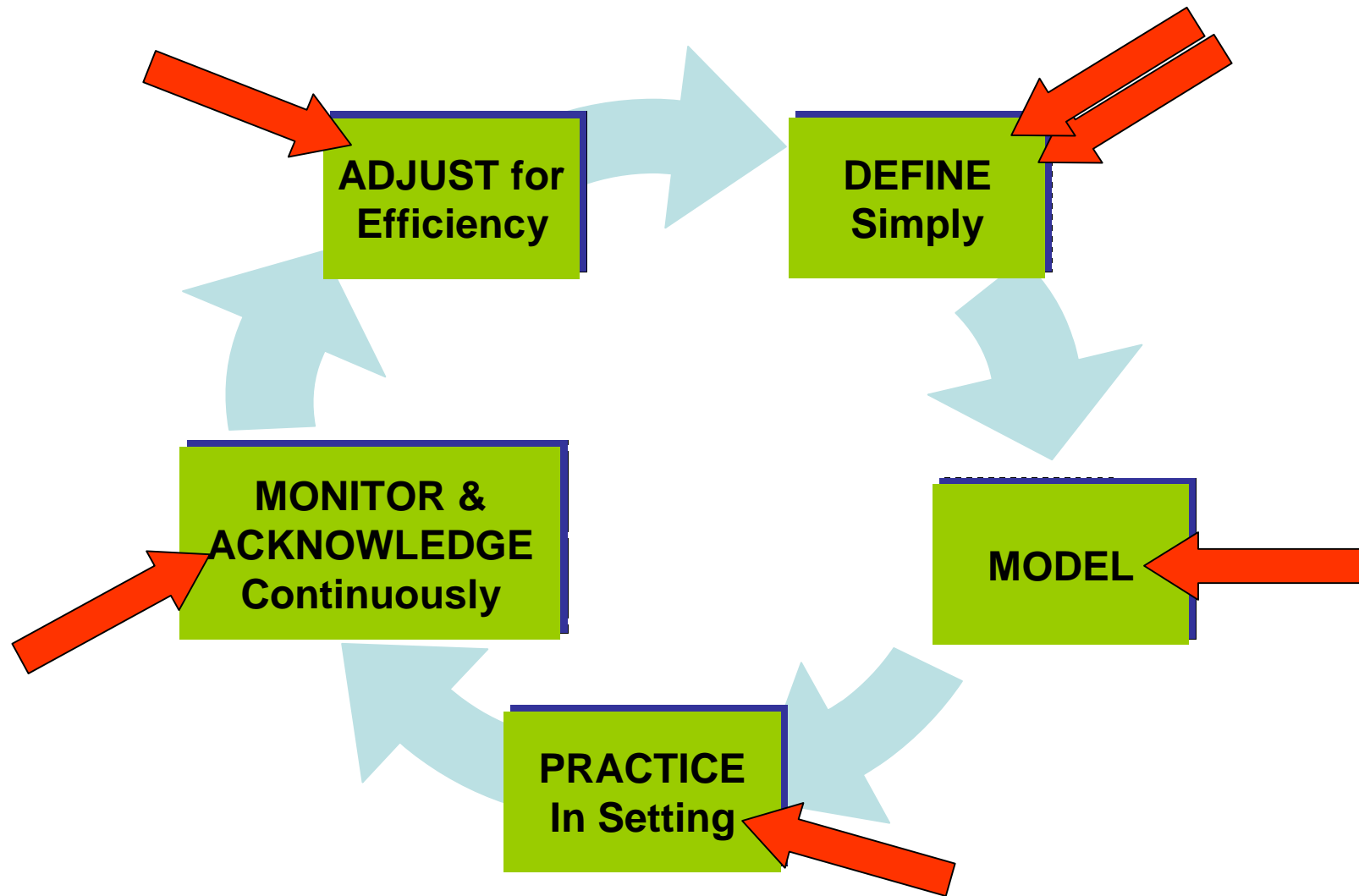
**We**  
*ROAR*  
**at**  
**West**  
**Potomac**

*R*esponsibility  
*O*n-Time  
*A*chievement  
*R*espect

**W**e have a responsibility to be on time  
and prepared, to achieve at a high level  
and to be respectful of all.



# Teaching Academics & Behaviors



Teaching Matrix		SETTING						
		All Settings	Hallways	Playground	Cafeteria	Classroom	Assembly	Bus
Expectations	Respect Ourselves	Be on task. Give your best effort. Follow directions. Plan.			Eat all your food. Select healthy foods.	Study, read, compute.		Be prepared for
	Respect Others	Have fun. Be kind to self. Help/share with others.	Use normal voice volume. Walk to right.	Play safe. Include others. Share equipment.	Practice good table manners.	Whisper. Return books.	Listen/watch. Use appropriate applause.	Use a quiet voice. Stay in your seat.
	Respect Property	Recycle. Clean up after self.	Pick up trash. Don't throw things.	Don't damage equipment. Clean up in bag can.	Use toys & utensils. Clean up eating area.	Push in chairs. Treat books carefully.	Pick up. Treat chairs appropriately.	Wipe your feet. Sit appropriately.

1. SOCIAL SKILL

2. NATURAL CONTEXT

3. BEHAVIOR EXAMPLES

# TEACHING MATRIX

## SETTING

All Settings

Hallways

Playgrounds

Cafeteria

Library/  
Computer  
Lab

Assembly

Bus

## Expectations

Respect  
Ourselves

Be on task.  
Give your  
best effort.  
Be prepared.

Walk.

Have a plan.

Eat all your  
food.  
Select healthy  
foods.

Study, read,  
compute.

Sit in one spot.

Watch for your  
stop.

Respect  
Others

Be kind.  
Hands/feet to  
self.  
Help/share  
with others.

Use normal  
voice volume.  
Walk to right.

Play safe.  
Include others.  
Share  
equipment.

Practice good  
table manners

Whisper.  
Return  
books.

Listen/watch.  
Use appropriate  
applause.

Use a quiet  
voice.  
Stay in your  
seat.

Respect  
Property

Recycle.  
Clean up  
after self.

Pick up litter.  
Maintain  
physical  
space.

Use equipment  
properly.  
Put litter in  
garbage can.

Replace trays  
& utensils.  
Clean up  
eating area.

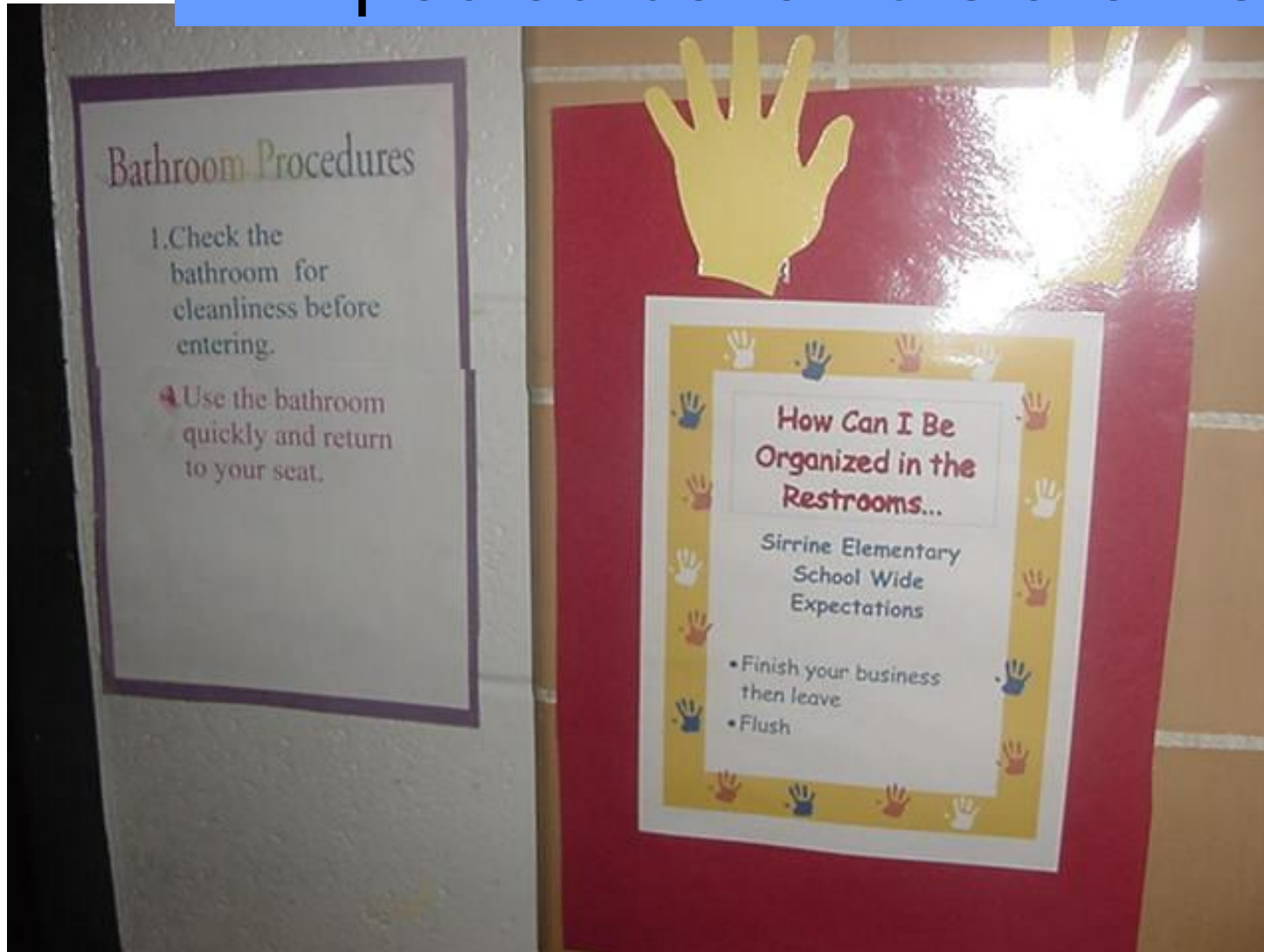
Push in  
chairs.  
Treat books  
carefully.

Pick up.  
Treat chairs  
appropriately.

Wipe your feet.  
Sit  
appropriately.



# Expected behaviors are visible



Sirrine Elementary June 8, 2004 SC

<b>SCHOOL SETTINGS</b>					
		<b><i>Class</i></b>	<b><i>Hall</i></b>	<b><i>Bus</i></b>	<b><i>Restroom</i></b>
<b>Behaviors</b>	<b>Be Prepared</b>	<ul style="list-style-type: none"> <li>▪ Bring all materials each day.</li> <li>▪ Give your best effort.</li> <li>▪ Take pride in your work.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Carry hall pass</li> </ul>	<ul style="list-style-type: none"> <li>▪ Arrive on time</li> <li>▪ Watch for your stop.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Keep hall pass visible.</li> </ul>
	<b>Act Responsibly</b>	<ul style="list-style-type: none"> <li>▪ Raise your hand before speaking.</li> <li>▪ Follow directions the first time given</li> <li>▪ Accept consequences without complaining or arguing.</li> <li>▪ Return materials to the proper place.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Walk, don't run.</li> <li>▪ Use an appropriate noise level.</li> <li>▪ Walk directly to your designated area.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Keep hands &amp; feet inside the bus.</li> <li>▪ Talk quietly.</li> <li>▪ Follow directions the first time given.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Flush.</li> <li>▪ Wash your hands.</li> <li>▪ Use trash cans.</li> <li>▪ Conserve water and paper.</li> <li>▪ Keep walls clean.</li> </ul>
	<b>Respect Others</b>	<ul style="list-style-type: none"> <li>▪ Listen politely to teachers and peers.</li> <li>▪ Use appropriate language.</li> <li>▪ Ask permission to use classroom materials.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Move quietly and promptly.</li> <li>▪ Stay to the right of the hall.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Get on/off the bus in a single file line.</li> <li>▪ Stay seated and face forward while on the bus.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Dispose of trash in proper receptacle.</li> <li>▪ Respect others' privacy.</li> </ul>
	<b>Keep Safe</b>	<ul style="list-style-type: none"> <li>▪ Keep hands and feet to self.</li> <li>▪ Follow safety procedures.</li> <li>▪ Use furniture and supplies appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>▪ In case of an emergency, proceed to the nearest exit.</li> </ul>	<ul style="list-style-type: none"> <li>▪ In case of a evacuation, follow safety procedures.</li> <li>▪ Stay in seat.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Report any problems to a teacher.</li> </ul>



# SW in the Classroom

School-Wide Behavior Expectations		
Be Respectful	Be Responsible	Be Cooperative
Raise your hand to speak.	Turn in completed assignments on time	Do what your teacher asks immediately
Keep hands, feet and objects to yourself	Sit in your seat unless you have permission to leave	
	Start work immediately, work during work times.	
	Bring paper, pencil, and books to class	

## Designing Classroom Routines

<b>Routine</b>	<b>Desired Behavior</b>	<b>Signal</b>	<b>Teach Routine</b>
Entering Class	Walk in, sit down, start work	Instruction on board	Positive and Negative Examples
Obtaining class attention	Orient to teacher, be quiet	?	
Getting Help during seat work	?	?	

	Getting up in the morning	Getting to school	Clean-up time	Time to relax	Homework time	Mealtime	Getting ready for bed
H HELP OUT							
O OWN YOUR BEHAVIOR							
M MANNERS COUNT							
E	V	E	R	Y	D	A	Y



## *OMMS Business Partner Ticket*

6    7    8    Date: \_\_\_\_\_

Student Name \_\_\_\_\_

For Demonstrating:   Safety                      Ethics                      Respect  
(Circle the trait you observed)

Comments: \_\_\_\_\_

Authorized Signature: \_\_\_\_\_

Business Name: \_\_\_\_\_

# Step 1: Establish a social culture

- Teach school-wide behavioral expectations
  - Be respectful, be responsible, be safe
- Acknowledge appropriate behavior
- Establish clear consequences for inappropriate behavior
  - Information used to guide how we support students who are not responding
- Develop and use a data collection system for monitoring effects, and making decisions.

**CENTRAL ELEMENTARY SCHOOL**  
**MiBLSi Lesson Plan**  
**Teaching School-wide Expectations on the Bus**

**School-wide expectations:** Central Elementary staff will use the catch phrase, "Cardinal Code" to assist in students recalling Courteous, Attentive, Respectful, Dependable, Supportive. Students will be expected to recall the expectations aloud in their class as an effort to make them memorable. Additionally, students will memorize motions to the **CARDS**. Courteous (bow), Attentive, (point to ears), Respectful (salute), Dependable (uppercut), Supportive (hands on hips). Posters and other visuals will also be used throughout the process.

**Instructional Location:** Bus

**Expectations being Taught:** Cardinal Code

**Rationale:** To maintain and promote safety on the bus. Exhibiting the Cardinal Code on the bus will keep the driver from being interrupted and distracted. Also, this will prevent students from being hurt emotionally and physically. This will keep students from getting into trouble and make Central a positive place to be.

**Behaviors that demonstrate school-wide expectation on the bus:** See school handbook for Bus

**Teaching Plan**

**Presentation:** Students will line up on sidewalk by the bus. The bus will announce the expectation to the group, define it, and discuss the rationale. Volunteers will then demonstrate the correct ways to follow the Cardinal Code on the bus (e.g., loading on to the bus, sitting in their seats, keeping hands and feet to themselves, etc.) Students that are observing will rate the performance by giving a thumb up or thumbs down. A set of students will then demonstrate the expectation the incorrect way (e.g., touching and pushing others, talking around and not paying attention, and turning around looking and talking to other students). Students will then be asked to rate the performance. Volunteers will be acknowledged with specific verbal praise.

**Practice:** Each class will be asked to demonstrate. A suggestion would be to model the appropriate action as it pertains to the Cardinal Code.

**Reinforcement:** Provide specific verbal praise to students after practice session. Students will be positively reinforced with Cardinal Cards. Two students per grade level will be selected bi-monthly for prizes. In addition, when the entire class exhibits knowledge and understanding of the Cardinal Code a CARDS bracelet will be earned.

**Follow-up Plan:** Daily for the first two weeks of school, bus drivers provide reminders about what the bus expectations are as it pertains to the Cardinal Code.

- Where
- What
- Why
- How:  
Model  
Practice  
Reinforce  
Follow-up



**CENTRAL ELEMENTARY SCHOOL  
MiBLSi Lesson Plan**

**Teaching School-wide Expectations for Arrival/Departure**

**School-wide expectations:** Central Elementary staff will use the catch phrase, "Cardinal Code" to assist in students recalling **C**ourteous, **A**ttentive, **R**espectful, **D**ependable, and **S**upportive. Students will be expected to recall the expectations aloud in their classrooms in an effort to make them memorable. Additionally, students will memorize motions to remember **CARDS**. Courteous (bow), Attentive, (point to ears), Respectful (salute), Dependable (right uppercut), Supportive (hands on hips). Posters and other visuals will also be used to assist in the process.

**Instructional Location:** Arrival/Departure

**Expectations being Taught:** Cardinal Code

**Rationale:** To maintain and promote safety during arrival/departure. Exhibiting the Cardinal Code during arrival/departure will keep students safe. Also, this will prevent students from being hurt emotionally and physically. This will keep students from getting into trouble and make Central a positive place to be.

**Behaviors that demonstrate school-wide expectation for arrival/departure:** See school-wide matrix for Arrival/Departure

**Teaching Plan**

**Presentation:** Students will line up in designated area. The teacher will announce expectation to the group, define it, and discuss the rationale. Teachers will then demonstrate the correct ways to enter and exit the building. (e.g., face forward, wait patiently, keep your own personal space, use quiet voices and kind words, respect adults and safety patrol etc.) Students that are observing will rate the performance by giving a thumb up or thumbs down. A set of students will then demonstrate the expectation the incorrect way (e.g., touching and pushing others, taking cuts, running, etc.) Students will then be asked to rate the performance. Volunteers will be acknowledged with specific verbal praise.

**Practice:** Volunteers will be asked to demonstrate. A suggestion would be to team up with another class in your grade level or hallway to demonstrate and rate performances.

**Reinforcement:** Provide specific verbal praise to students after practice session. Students will be positively reinforced with Cardinal Cards. Two students per grade level will be drawn bi-monthly for prizes. In addition, when the entire class exhibits knowledge and understanding of the Cardinal Code a CARDS bracelet will be earned.

**Follow-up Plan:** Daily for the first four weeks of school, teachers provide reminders about what the arrival/departure expectations are. For the remainder of the school year follow 2007-2008 lesson schedule.

# RESPECT

Our School-  
right down to  
the

## TOILETS



So  
PLEASE  
flush!





# Acknowledge & Recognize





# Good News Phone Directions



1. Put your name, date, time, phone number you want to call, and the person who gave you the telephone in the phone book.
2. If you don't know your phone number, look it up in the phone book. If you don't see it, you will need to ask in the Emergency Cardboard Case (under the book). Somebody can help you with it.
3. **Read the phone number.** Then dial the phone number. If the phone number starts with 000 or 002, you will need to dial all three the phone number.
4. When you have finished your call, place the receiver in the box to your left. We will be taking drawings for prizes.



CONTINUUM OF  
SCHOOL-WIDE  
INSTRUCTIONAL &  
POSITIVE BEHAVIOR  
SUPPORT

Tertiary Prevention:  
Specialized  
Individualized  
Systems for Students  
with High-Risk Behavior

Secondary Prevention:  
Specialized Group  
Systems for Students  
with Behavior

Primary  
School-  
Wide S  
All Stud  
Staff, & Settings

## APPLYING TRIANGLE LOGIC TO ADULT BEHAVIOR

~5%

~15%

~80% of Students

## **“GOLDEN PLUNGER”**

- Involve custodian
- Procedure
  - Custodian selects one classroom/hallway each week that is clean & orderly
  - Sticks gold-painted plunger with banner on wall

## **“1 FREE PERIOD”**

- Contributing to a safe, caring, effective school environment
- Procedures
  - Given by Principal
  - Principal takes over class for one hour
  - Used at any time

## **“G.O.O.S.E.”**

- “Get Out Of School Early”
  - Or “arrive late”
- Procedures
  - Kids/staff nominate
  - Kids/staff reward, then pick

## **“DINGER”**

- Reminding staff to have positive interaction
- Procedures
  - Ring timer on regular, intermittent schedule
  - Engage in quick positive interaction

# We Are One Big Happy Family

## North County High School MD

- Student of the Month Breakfasts
- Honor Roll Breakfast
- Luck of the Draw
- Incentive Centers and Cart
- Car Wash
- Classic Car Show
- Attendance Incentives
- Sale of Ice Cold Water in the Media Center
- Sale of Snacks and Drinks in the School Store
- Knights Out Celebrations

# **Procedures for Encouraging Positive Behavior**

- Viking of the Month
- V Bucks and Viking Cards
- Posters throughout school
- Display of winners on V-Board
- Regular announcements of winners

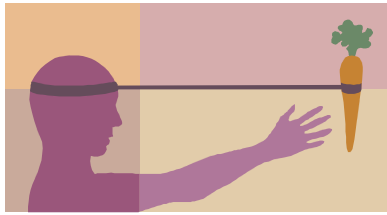
# Incentives for Students

- Homework Passes
- Ice Cream Passes
- Target Gift Certificates
- McDonald's Coupons
- Wal-Mart Gift Certificates
- Dance Passes
- Movie Passes
- Discounts
- Bags/Freebies
- Movie
- End of Year Picnic

# **Morning Announcement Reinforcement**

Students in LHS Drama and Broadcasting classes will write and perform “public service announcements” that will be played on the morning announcements reinforcing the three Rs





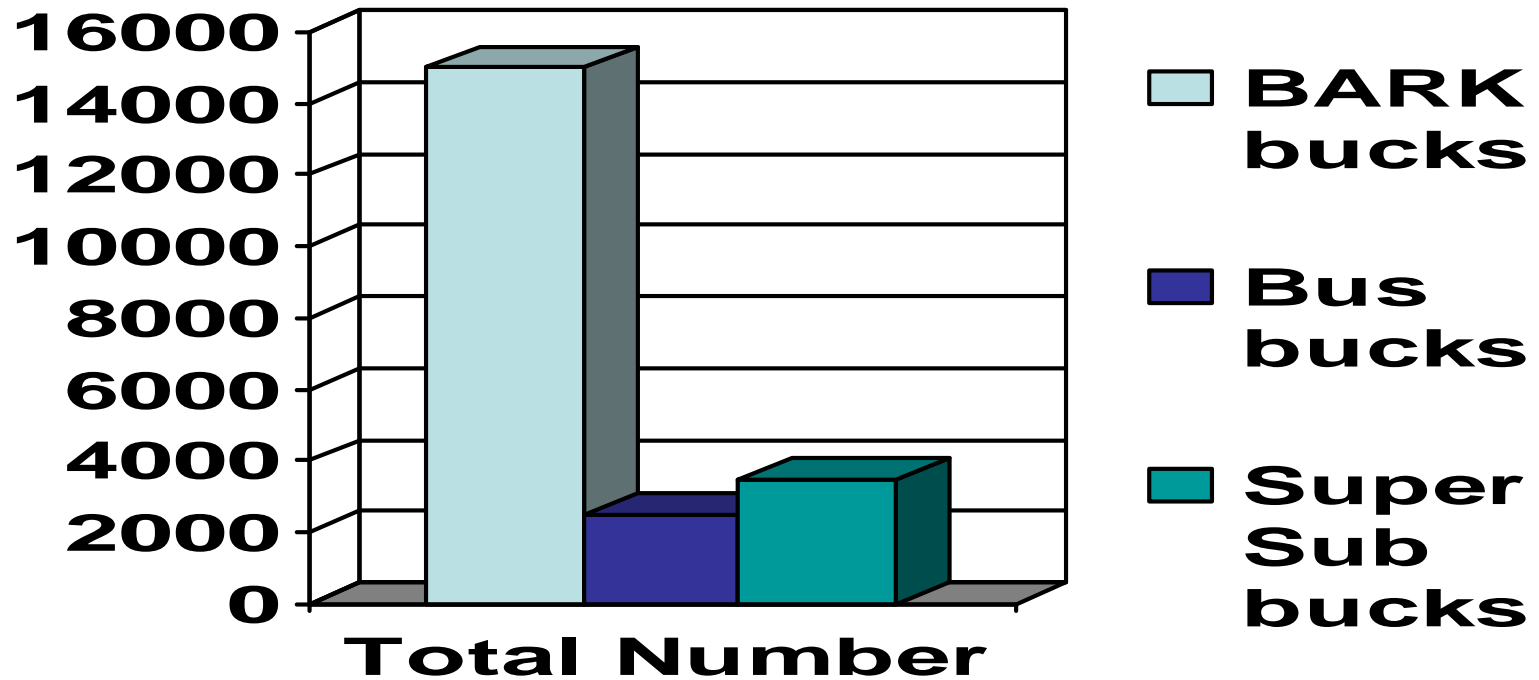
# Raffle Ideas

## Social Focus and School Connectedness



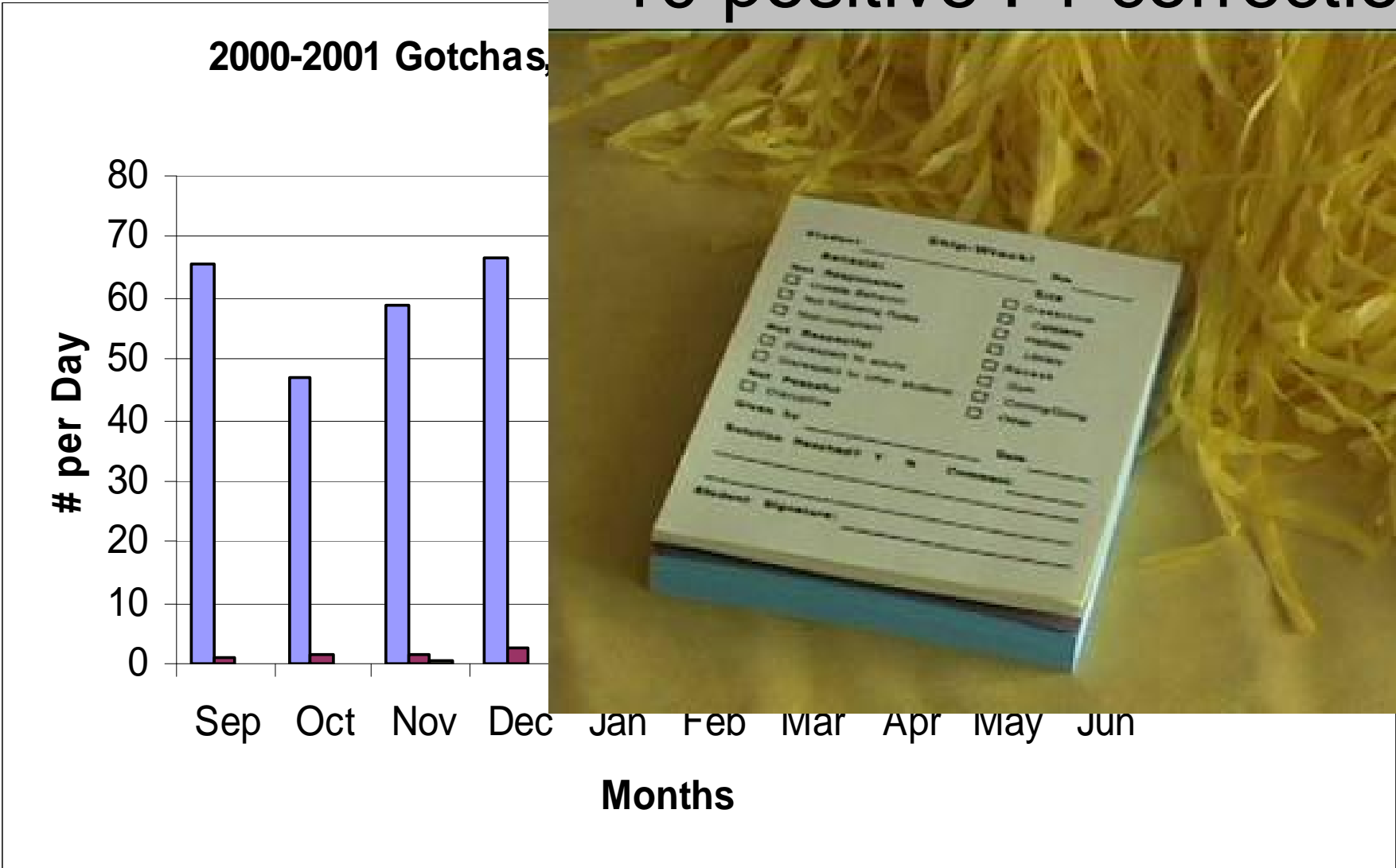
- HW passes
- Sitting with friends at lunch
- Principal for the day
- Amusement park tickets
- Skating admission
- Bowling games
- Basketball tournament with teachers
- Best buy certificate
- Pizza coupons
- Limousine ride
- Mall gift certificate
- Use donated items to auction
- Baseball tickets
- Ice cream coupons at lunch
- School supplies
- Movie rentals
- Coupons from local businesses
- School supplies Cotton candy
- Lunch with favorite teacher/staff
- Bingo “Party” with prizes
- Ice cream social
- “Popcorn Party”
- Sit in teacher’s chair
- Survey your kids!!

# *# of positive interactions*



GRAND TOTAL: 21,000 BUCKS

~10 positive : 1 correction



*“Good morning, class!”*

*Teachers report that when students are **greeted by an adult** in morning, it takes less time to complete morning routines & get first lesson started.*

McCormick Elementary School, MD

# Monitoring Dismissal



# *“Bus Bucks”*

- Springfield P.S., OR
- Procedures
  - Review bus citations
  - On-going driver meetings
  - Teaching expectations
  - Link bus bucks w/ schools
  - Acknowledging bus drivers

# *“Super Sub Slips”*

- Empowering subs in Cottage Grove, OR
- Procedures
  - Give 5 per sub in subfolder
  - Give 2 out immediately

# *“Golden Plunger”*

- Involve custodian
- Procedure
  - Custodian selects one classroom/ hallway each week that is clean & orderly
  - Sticks gold-painted plunger with banner on wall



# *“G.O.O.S.E.”*

- “Get Out Of School Early”
  - Or “arrive late”
- Procedures
  - Kids/staff nominate
  - Kids/staff reward, then pick

# Assumptions

- School teams will be successful if:
  - They start with sufficient resources and commitment
  - They focus on the smallest changes that will result in the biggest difference
  - They have a clear action plan
  - They use on-going self-assessment to determine if they are achieving their plan
  - They have access to an external agent/coach who is supportive, knowledgeable and persistent.

If something is worth doing once, it's worth building a tool to do it.

# Getting Started

## New Team Checklist 2010

- A. Establish Commitment
- B. Establish and Maintain Team
- C. Self Assessment
- D. Establish School-wide Expectations: Prevention Systems
- E. Classroom Behavior Support Systems
- F. Establish Information System
- G. Build Capacity for Function Based Support
- H. Plan for Implementation

# Data Driven Solutions- Using the Process Measures

- Team Implementation Checklist-
  - Self-assessment for Primary Prevention systems.
  - Emphasis is on milestones
- Are we doing what we should be doing?
- Completes monthly
- Use to guide Action Plan

# Are you ready?

- [Planning Phase Checklist](#)

# Determining the schools' readiness for SWIS™

- The Ten SWIS Requirements
  - What are they and where are they listed?



Requirement	Tasks to Complete	Who will Complete	By When	Date of Completion
1.School-wide discipline is one of the top three goals for the school.				
2. Administrative support for the implementation and use of SWIS™ is available.				
3. A behavior support team exists, and they review referral data at least once a month.				
4. The school uses an office discipline referral form that is compatible with SWIS™ referral entry.				
5. The school has a coherent office discipline referral procedure that includes: a. definitions for behaviors resulting in office-managed vs. staff-managed referrals b.a predictable system for managing disruptive behavior				
6. Data entry time is allocated and scheduled to ensure that office referral data will be current to within a week at all times.				
7. Three people within the school are identified to receive one, 2½ -3 hour training on the use of SWIS™.				
8. The school has computer access to the Internet, and one of the following web browsers (Internet Explorer 6.0 or higher for PC [IE not compatible on Macs], Safari 1.0 or higher, Mozilla 1.5 or higher, Firefox 1.0 or higher, Netscape 7.0 or higher).				
9. The school agrees to on-going training for the team receiving SWIS™ data on uses of SWIS™ information for discipline decision-making.				
10. The school district agrees to provide a facilitator who will work with school personnel on data collection and decision-making procedures.				



# Compatibility with SWIS data entry and process for managing problem behavior

SWIS Readiness Requirements

4 and 5

Using the Compatibility Checklist

# Readiness Requirement 4

- The school uses an office discipline referral form and problem behavior definitions that are compatible with SWIS

**Procedure for Documenting Office Discipline Referrals  
SWIS™ Compatibility Checklist**

School \_\_\_\_\_

Date \_\_\_\_\_

Compatibility Question	Date	Date
1. Does a clear distinction between problem behaviors that are staff managed versus office managed exist? Is it documented and available for staff reference?	Yes No	Yes No
2. Does a form exist that is SWIS™ compatible for SWIS™ data entry that includes the following categories?:	Yes No	Yes No
a. Student name?	Yes No	Yes No
b. Date?	Yes No	Yes No
c. Time of incident?	Yes No	Yes No
d. Student's grade level?	Yes No	Yes No
e. Referring staff member?	Yes No	Yes No
f. Location of incident?	Yes No	Yes No
g. Problem behavior?	Yes No	Yes No
h. Possible motivation?	Yes No	Yes No
i. Others involved?	Yes No	Yes No
j. Administrative decision?	Yes No	Yes No
k. Other comments?	Yes No	Yes No
l. No more than 3 extra info.	Yes No	Yes No
3. Does a set of definitions exist that clearly defines all categories on the office discipline referral form?	Yes No	Yes No
Next review date: _____		

**Redesign your process, form and definitions until answers to all questions are "Yes."**

**When answers to all questions are "Yes", readiness requirements 4 & 5 are complete.**

# Team Time

- Review Planning Phase to build action plan